

JOB CORPS ANNUAL REPORT

PROGRAM YEAR
JULY 1, 2003 - JUNE 30, 2004



JOB CORPS
Two Million Careers

40TH ANNIVERSARY
One Future at a Time

*"For 40 years,
more than two million young men and women
have participated in the Job Corps program.*

*Through education and training,
Job Corps is giving these young people a fresh
start in life and a good beginning
toward building careers."*

Secretary of Labor Elaine L. Chao



Job Corps

A Message from the Assistant Secretary for Employment and Training

I am proud to be the Assistant Secretary for Employment and Training as Job Corps celebrates serving the young people of America over the past 40 years. From those first 30 enthusiastic students to arrive at Camp Catoctin, Maryland on January 15, 1964 to the over 65,000 youth enrolled this year, Job Corps is a success that lasts a lifetime.

Job Corps continues to help youth overcome challenges, increase academic and vocational skills and become an integral component of America's workforce. Job Corps is preparing the next generation of workers who will be a valuable resource for the evolving economy of the 21st century. Throughout its rich history, Job Corps has removed barriers to employment for young people and helped them to realize their full career goals and personal potential.

As a critical component of the President's vision for an integrated education and job training system, Job Corps trains students to meet the demands of high growth industries, including automotive, advanced manufacturing, construction, health care, hospitality, information technology and transportation. To ensure continued economic success, Job Corps provides high growth employers with a pipeline to skilled entry-level employees. In return, our business partners help us in providing students with demand-driven training, industry-recognized certifications and meaningful career ladders.

As we celebrate the past, we use our experience and commitment to create an even better Job Corps for the future. Job Corps is an important part of the U.S. Department of Labor's overall strategy for serving out-of-school youth.

Congratulations to Job Corps on 40 magnificent years of service to our nation's youth!



Emily Stover DeRocco
Assistant Secretary for Employment and Training
U.S. Department of Labor



Job Corps

A Message from the Job Corps National Director

As we celebrate the 40th anniversary of Job Corps, we remember our past accomplishments and look toward our future successes. Since 1964, Job Corps has provided America's economically disadvantaged young people with the opportunity to realize their full potential, gain new vocational and academic skills and become mature, responsible and productive adults.

Over the past four decades, Job Corps has served more than two million young people through our commitment to providing quality training and services, hiring compassionate, qualified staff and developing strategic partnerships with local and national employers and community service organizations. In Program Year 2003 (PY '03), Job Corps served nearly 65,000 students. During PY '03, Job Corps reached the following milestones:

- * Approximately 40,000 students completed a vocational program;
- * High school diploma attainment increased by 25 percent;
- * Nearly 21,000 students attained high school diplomas or General Educational Development (GED) certificates;
- * Ninety percent of all graduates were placed in jobs, the military or education programs; and,
- * Over 33,000 student and staff volunteers participated in community service events.

As we move forward and set our sights on Job Corps' future, we reflect upon the four foundational characteristics of the program: change, career, community and character.

Change: Job Corps evolves to meet the changing needs of America's youth, the labor market and society. Job Corps changes lives.

Job Corps changes the outlook and future prospects of economically disadvantaged students and helps them to become better educated, higher performing and more productive. Simultaneously, Job Corps has changed over the past four decades to meet the evolving demands of society and employers. In the next year, Job Corps will:

- * Engage new businesses and industries – especially high growth and emerging industries;
- * Expand partnerships with the workforce investment system and educational institutions, including community colleges;
- * Strengthen relationships with the Job Corps system, stakeholders, policymakers and support organizations; and,
- * Develop more opportunities for students to connect with positive role models.



Career: Job Corps prepares youth for 21st century careers.

Job Corps focuses on building life-long careers. Ninety percent of graduates find employment, enter the military or enroll in education programs. Job Corps is a model for effective and comprehensive workforce training and career development.

Job Corps trains students to meet the demands of businesses, especially in high growth and emerging industries. By being demand-driven and aligning vocational and educational training with the needs of employers, Job Corps increases opportunities for students because they are prepared and qualified to secure employment opportunities with career paths. To continue preparing young people for employment, Job Corps will:

- * Expand high growth career training programs;
- * Seek new certification avenues for Job Corps' trade offerings;
- * Continue to use local Labor Market Information to help students map career paths that match with available employment opportunities; and,
- * Further upgrade academic credentialing efforts.

Community: Job Corps students and staff give back to their communities by donating thousands of hours to community service projects.

Serving local communities is a priority for the Job Corps system. In PY '03, Job Corps' 122 centers provided valuable goods and services to local communities through the community service activities of Job Corps' staff and student volunteers. To enhance relationships within local communities, Job Corps will:

- * Provide additional volunteer opportunities for students;
- * Continue to connect with and engage community service organizations; and,
- * Strengthen community relations.

Character: Job Corps builds character in youth for work and for life.

Job Corps helps students and alumni develop character, which is a major benefit for employers and the community. The program teaches life skills through unique education programs and mentoring. As a result, students learn to trust, respect and honor themselves and others. In the next year, Job Corps will:

- * Continue to work with students to develop their leadership skills;
- * Provide additional programs that allow students to see the value of good citizenship; and,
- * Connect with employers to hire Job Corps students and serve as role models.

Job Corps will continue to progress and expand by remaining faithful to the fundamental ideals of change, career, community and character. The program experienced success in PY '03 by developing new initiatives, enhancing vocational offerings and relying on the dedication and commitment of our partners, staff and students. In PY '04, Job Corps will build on this strong foundation to instill life skills and increase career opportunities for America's young people.



Grace A. Kilbane
National Director
National Office of Job Corps

JOB CORPS

Fast Facts

What is Job Corps?

Established in 1964, Job Corps is the nation's largest residential, educational and vocational training program for economically disadvantaged youth, ages 16 through 24. Job Corps centers are open 24 hours a day, 365 days a year, with two-week academic breaks held twice each year. Over its 40-year history, Job Corps has trained and educated more than two million young Americans, serving nearly 65,000 youth in PY '03 alone. Interested students can obtain information about Job Corps enrollment by calling (800)733-JOBS.

Where is Job Corps?

Job Corps has 122 centers in 48 states, the District of Columbia and Puerto Rico. Job Corps also manages Outreach, Admissions and Career Transition operations at hundreds of locations around the country.

How Does Job Corps Work?

Young people apply to join Job Corps through an admissions counselor. Eligible youth are assigned to a specific Job Corps center, usually one that is located nearest the young person's home and offers vocational training of interest to the young person. While on the center, students participate in comprehensive, career-oriented training and work-based learning, as well as academic instruction to gain new skills and increase their employability. After students leave the program, Job Corps provides placement assistance for employment, education programs and the military, as well as transitional services and follow-up support.

What Do Job Corps Students Learn?

Job Corps provides vocational, life skills and academic training, assisting a majority of students with attainment of high school diplomas (HSD) or General Educational Development (GED) certificates. Nationally, vocational training is offered in more than 100 occupations in a range of industries, including automotive, business technology, construction and health care.

Who are Job Corps Students?

The typical Job Corps student has not completed high school, reads slightly below the 8th grade level, has never had a full-time job, is 19 years old and is from an economically disadvantaged family. Fifty-nine percent of Job Corps students are male. Approximately 49 percent of Job Corps students are African American, 29 percent are white and 17 percent are Hispanic (Characteristics of Students Entering the Program pp. 58-59).

How Long Do Students Stay in Job Corps?

Job Corps is a self-paced program. As a result, lengths of stay vary.





Students may remain enrolled for up to two years, but the average length of stay is 8.3 months for all students and 11.2 months for graduates. An optional third year is granted for students who qualify for advanced training.

Who Runs Job Corps?

Known as “one of the original public-private partnerships,” Job Corps is 100 percent federally funded. Although Job Corps is administered by the U.S. Department of Labor (DOL), specific functions such as center operations, Outreach and Admissions and Career Transition Services may be administered by private companies and agencies that have been awarded contracts through a competitive bidding process. Large and small corporations and non-profit organizations manage and operate 94 Job Corps centers under these contractual agreements. The other 28 centers are operated through interagency agreements between DOL and the U.S. Departments of Agriculture and Interior.

At the end of PY '03, the number of Job Corps centers, center operators and Outreach and Admissions/Career Transition Services (OA/CTS) operators were as follows:

Number of Job Corps Centers	122
Number of Job Corps Center Operators	27
Number of Job Corps OA/CTS	41

The Job Corps program is administered by 160 U.S. Department of Labor, national and regional office staff.

What are the Results?

Job Corps had one of the highest placement rates among the nation's job training programs in PY '03. Ninety percent of all graduates obtained jobs, enlisted in the military or enrolled in education programs; 39,607 students completed vocational training and 20,975 students attained an HSD or GED certificate.

How Does Society Benefit from Job Corps?

Job Corps provides important benefits to society. The business of Job Corps centers creates economic benefits for local communities. A recent study shows that every dollar a Job Corps center spends in its local area (through purchasing or contracting for goods and services) results in \$1.91 in economic activity in the surrounding community. In addition, society benefits from Job Corps because graduates gain important vocational skills and attain education levels higher than those who do not attend the Job Corps program. As a result, employers are supplied with trained entry-level employees ready to build life-long careers.

Job Corps

Annual Report Program Year July 1, 2003 - June 30, 2004

Change:

Change: Job Corps Evolves to Meet the Changing Needs of America's Youth, the Labor Market and Society. Job Corps Changes Lives

Success Story: Judge Sergio Gutierrez	11
Program Description	12
Mission	12
Purpose	12
Services	12
About the Program	12
Eligibility	12
Enrollment Process	13
Operations	13
Center Locations	14
Results	14
Administration and Management	14
Small Business Initiative	16
Accountability	17
Career Development Services System	17
Program Services	19
Residential Living and Support Services	19
Modernization and Renovations On-Center	20
Safety and Security	21
New Technology	21
Academic Training	21
Projected Changes in Job Corps to Address the Needs of High Growth Industries	25

Career:

<i>Job Corps Prepares Youth for 21st Century Careers</i>	26
Success Story: The Keystone Job Corps Center's LPN Program	27
Job Corps Employer Partners	29
Local and Regional Partnerships	29
National Employer Partnerships	29
Vocational Training	31
Scholarships	35

Community:

Community: Job Corps Students and Staff Give Back to Their Communities

<i>by Donating Thousands of Hours to Community Service Projects</i>	36
Success Story: Job Corps Provides Disaster Relief to Communities Across the Nation	37
Job Corps and the Community	38
National Community Service Activities	40
Local Community Service Activities	41
Linkages to Workforce Investment System Partners	43

Table of Contents

Character:

<i>Job Corps Builds Character in Youth for Work and for Life</i>	46
Success Story: Darrell Carter	47
Job Corps Develops Character	48
Health and Wellness Program	49
Student Government Association	49
Hall of Fame Award	51

2003 Program Year (PY '03) Outcomes and Costs:

Student Results	55
Five-Year Performance Summary of Student Outcomes	55
Five-Year Performance	56
Characteristics of Students Entering the Program	58
Program Costs	60
Operating Costs	61
Service Levels	61
Construction, Rehabilitation and Acquisition Expenses	63
10-Year Appropriation History	63

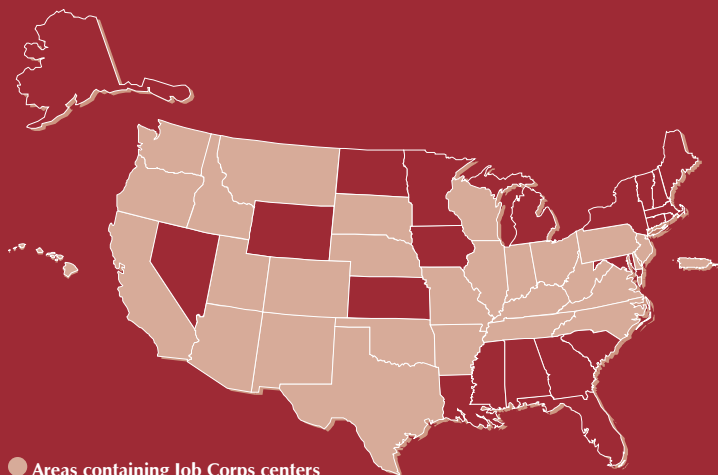
Directories

Job Corps Centers	65
Job Corps Regions	69
Child Development Centers	76
Job Corps Program Operators	77



Change:

*Job Corps Evolves to Meet the Changing Needs
of America's Youth, the Labor Market and Society.
Job Corps Changes Lives.*



1969:

Number of Job Corps Centers: 50

In States: Arizona, Arkansas, California, Colorado, Hawaii, Idaho, Illinois, Indiana, Kentucky, Missouri, Montana, Nebraska, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin; Puerto Rico

SUCCESS STORY

Judge Sergio Gutierrez

“Those were desperate times; I didn’t know where my life was going, or where to find help,” said Judge Sergio Gutierrez, referring to his teenage years. The grandmother who raised him died when Gutierrez was 16, and the confused young man decided to forego an education to work in the California fields picking tomatoes to bring home additional money for his family. He believed it was the right thing to do.

In a matter of weeks, however, Gutierrez realized the seasonal limitations of agricultural work and began to regret his decision to drop out of high school. He enrolled at the Wolf Creek Job Corps Center, wanting a General Educational Development (GED) certificate and college education more than anything else. Gutierrez easily completed the carpentry trade program, earned a GED certificate in just a few months and graduated from the program in 1970. The self-proclaimed introvert proudly recalls how Job Corps enabled him to come into his own as a leader of a carpentry crew.

After graduating from Job Corps, the newly married Gutierrez enrolled in Boise State University, received a B.A. degree in Elementary Education and quickly found employment in the local school system. Through a university grant program and evening and summer coursework, he progressed from a fifth grade teacher’s aide to a bilingual instructor who helped English as a Second Language students complete daily assignments.

The leadership skills developed at Wolf Creek Job Corps Center, coupled with his desire to help under-served communities, justified Gutierrez’s subsequent career moves. With a Juris Doctor degree from the University of California, Gutierrez accepted a job with Idaho Legal Services, Inc., as an outreach worker aiding migrant farm workers. “It meant a lot to help give them a legal voice,” Gutierrez said.

He opened up his own practice before applying to what he considered the “long shot” position of district judge for the 3rd Judicial District of Idaho. Against the odds, Judge Gutierrez was selected for the position and served over six counties for nine years. In 2002, he earned a higher judicial appointment, this time as a member of the Idaho Court of Appeals.

Judge Gutierrez loves to reconnect with Job Corps. When his children were young, he took them to the Wolf Creek Job Corps Center. “I wanted them to see where my success began,” Gutierrez said.



PROGRAM DESCRIPTION

MISSION

As the nation's largest residential, educational and vocational program, Job Corps' mission is to attract eligible young adults, teach them the skills they need to become employable and independent and help them to secure meaningful jobs or opportunities for further education.

PURPOSE

The Job Corps program is administered by the U.S. Department of Labor (DOL) with the purpose of helping America's economically disadvantaged youth break down the many barriers to employment. Job Corps was originally established by the Economic Opportunity Act of 1964. Authorization for the program continued under the Comprehensive Employment and Training Act (CETA), then Title IV-B of the Job Training Partnership Act (JTPA) and currently is included under Title I-C of the Workforce Investment Act (WIA).

SERVICES

Through an intensive and comprehensive program, designed to assist eligible youth in their development into responsible, employable and productive citizens, Job Corps offers a complete array of integrated services, including:

- * Diagnostic testing of reading and math levels upon entry;
- * Comprehensive academic programs, including reading, math, high school diploma (HSD) and General Educational Development (GED) certificate attainment;
- * Workplace communications;
- * Occupational exploration;
- * Individualized career planning;
- * Competency-based vocational training;

- * Employability and social skills/cultural awareness development;
- * Regular student progress evaluations;
- * Lodging, meals and clothing;
- * Health care (including medical and dental care, substance abuse programs and health education);
- * Student government and leadership programs;
- * English as a Second Language (ESL) instruction;
- * Basic living allowances;
- * On-site child care support (available at 22 centers);
- * Counseling and related support services;
- * Driver's education;
- * Recreation programs and non-vocational activities;
- * Work-based learning opportunities; and,
- * Post-program placement and transitional support.

ABOUT THE PROGRAM

Eligibility

Youth enter the Job Corps program voluntarily and must be at least 16 and not yet 25 years of age at the time of enrollment. Job Corps is an open enrollment program, which allows each student to work at his/her own pace. A Job Corps applicant must:

- * Be a U.S. citizen or immigrant with permanent resident status;
- * Meet age requirements;
- * Meet low-income criteria;
- * Be in need of additional education, vocational training or counseling and related assistance to complete regular schoolwork or to secure and maintain employment (an applicant can be a school dropout, a runaway, a foster child, a parent or homeless);
- * Have signed consent from a parent or guardian if



1964: "The British Invasion."
The Beatles arrive in the U.S. and perform on The Ed Sullivan Show.

1964

1964: President Johnson signs the Economic Opportunity Act into law and authorizes Job Corps.



1964: The Ford Mustang is unveiled.



1964: Sargent Shriver is appointed as Director of the Office of Economic Opportunity.

- he/she is a minor;
- ★ Not exhibit behavioral problems that could prohibit him/her or others from benefiting fully from the program;
- ★ Not require any face-to-face court or institutional supervision or court-imposed fines while enrolled in Job Corps;
- ★ Not use illegal drugs; and,
- ★ Have a child care plan, if he/she is the parent of a dependent child.

The typical Job Corps student is a 19-year-old high school dropout who reads at slightly below the 8th-grade level, comes from an economically disadvantaged family, belongs to a minority group and has never held a full-time job (Characteristics of Students Entering Program, pp. 58-59). The unique combination of education, training and support services provided by Job Corps is intended to prepare youth for long-term employment, education programs or entrance into the military.

The residential component enables Job Corps to provide a comprehensive array of services in one setting. Approximately six out of seven students live on campus, while the remaining students commute to their respective centers daily.

Enrollment Process

A young person who wants to enroll in Job Corps may submit an application through an Outreach and Admissions (OA) counselor. The OA counselor then reviews the application, along with additional documentation from sources such as schools to confirm eligibility. Due to the residential nature of the program, a decision regarding the enrollment of an applicant with previous behavioral problems is made in accordance with procedures established by DOL.

Once an applicant has been accepted and has signed a commitment to remain drug and violence-free, he/she is assigned to a center and provided an enrollment date. Generally, an applicant is assigned to the center nearest his/her home, but waivers to this requirement may occur under certain conditions. Transportation is provided for the eligible applicant to the assigned Job Corps center.

Operations

The Job Corps program operates through successful partnerships between the U.S. government, the private sector and local communities. There are currently centers at 122 sites. Job Corps also supports satellite centers, which operate as annexes to larger centers. The federal government provides the facilities and equipment for all Job Corps centers. Most centers are located on property owned or leased long-term by the federal government to provide for the unique nature of the program, which requires residential as well as academic, vocational and administrative space.

DOL awards and administers contracts for the recruitment and screening of new students, center operations and the placement and transitional support of students who leave Job Corps. When Congress authorizes and provides funding for a new center, a competitive process is initiated to select the site. Large and small corporations and non-profit organizations manage and operate 94 Job Corps centers under contractual agreements with DOL. These contract center operators are selected through a competitive procurement process that evaluates potential operators' technical expertise, proposed costs, past performance and other factors, in accordance with the Competition in Contracting Act and the Federal Acquisition Regulations. Decisions on contract awards and the exercise of option years are heavily influenced by center performance assessments that evaluate outcomes against numerical perfor-



1964: Congress appropriates \$290 million for Job Corps.



1964: Otis Singletary is named National Director of Job Corps.



1964: Charles "Hucklebuck" Logan, a 17-year-old from Baltimore is the first person to sign up for Job Corps. He was one of 50 to complete the registration process on opening day.

mance standards and on-site federal assessments of quality and compliance. The U.S. Departments of Agriculture and Interior, through interagency agreements with DOL, operate 28 Job Corps centers on public lands throughout the country. These centers are referred to as Civilian Conservation Centers.

Center Locations

Job Corps centers are located in 48 states, the District of Columbia and Puerto Rico (Job Corps Center Directory, p. 64). Centers are located in both urban and rural communities, are responsible for student populations ranging from 200 to 2,000 students and are operated by large and small companies, as well as federal agencies.

Results

The length of time students are enrolled in Job Corps correlates with post-program success (Five-Year Performance Summary of Student Outcomes, pp. 55-56). Students who remain enrolled for longer periods of time are more likely to complete a vocational training program, attain an HSD or GED certificate and gain employability skills. These students also are more likely to earn higher wages and ultimately remain a part of the workforce.

HSD and GED attainment, vocational training completion, employment, enrollment in education or training programs or enlistment in the military are examples of the positive outcomes recognized by Job Corps in its performance measurement systems during PY '03 (Five-Year Performance, pp. 56-57). Other significant benefits of program participation include improved motivation, attitude, social skills and other employability skills.

During PY '03, 90 percent of graduates (HSD/GED attainment or vocational completion) and 83 percent of all terminees (separated students) found jobs, enrolled in education programs or entered the military. Seventy-nine percent of graduates entered employment at an average hourly wage of \$8.08, and 11 percent entered education programs.

Approximately 15 percent of all new Job Corps students leave the program within the first 60 days of enrollment. Students who leave the program early

generally cannot adjust to the residential setting or the structured environment, become homesick or have personal or family issues that need to be resolved before they are able to focus on their futures.

Due to concentrated efforts to improve student retention, Job Corps' early dropout rate has steadily declined over the past several years. Better student retention during PY '03 resulted in more students remaining in the program to earn important credentials such as HSDs or GEDs and vocational completions. Furthermore, the increase in students' average length of stay led to improved capacity utilization and a decrease in new student enrollments.

Administration and Management

Job Corps is a national program which is administered by DOL through a national Job Corps office and six regional offices. The National Office of Job Corps establishes policy and requirements and facilitates major program initiatives. Job Corps regional offices procure and administer contracts and perform oversight activities, which include ongoing monitoring and comprehensive on-site center assessments, as well as management of OA and Career Transition Services (CTS) contractors.

Job Corps regional offices award cost-reimbursement plus incentive-fee contracts for the operation of centers on a two-year basis, with the potential for three additional one-year option periods, based on performance.

Job Corps center operators are responsible for the center's management and administration including: hiring and training staff; providing a safe and secure environment for students; delivering basic education, vocational and employability skills training, work-based learning, counseling, health care and related support services; supervising students; administering student incentive and disciplinary systems; maintaining student records and accountability systems; providing financial reporting and accountability; procuring materials and supplies; maintaining center facilities and equipment and promoting strong community relations.

A network of programs, agencies and organizations provide additional resources for the management and



Barney Old Coyote,
Coordinator, Office of Job
Corps Coordination,
U.S. Department of the Interior
June 1967, Denver, Colorado

"We know that it takes more than just money to lift the underprivileged out of the want and deprivation they find themselves in."

"...no mention of the war on poverty would be complete without recognizing the role that [Job Corps] has played in making opportunity a reality for many, and giving substance to nebulous approaches to poverty in the early beginnings of the program."

1964: IT&T and Philco become the first corporate center contractors. Others interested are Westinghouse, IBM, Litton Industries, General Electric, Sears and McGraw-Hill.



1964: President Johnson signs The Civil Rights Act of 1964 into law.



1965: The first Job Corps center is inaugurated at Camp Catoctin, Maryland, with 30 students and 14 staff members.

1965: Job Corps grows to 87 centers, serves 16,968 and offers 30 vocational training programs.



1965: The first women's center opens in Cleveland, Ohio.

1965: The Vietnam War becomes the first televised war.



administration of the Job Corps program. This network of service providers includes: One-Stop Career Centers, community-based organizations, national labor unions and trade associations. In particular, the One-Stop delivery system, administered by DOL, has expanded Job Corps' resource network through the availability of a comprehensive range of employment, training and support services in many communities.

CTS providers offer placement assistance to graduates by helping them to secure employment, enroll in education programs or enter the military. Job Corps graduates are also provided with support services, such as help in locating suitable housing and transportation.

Job Corps centers have performance measures for student outcomes, as well as quality and compliance measures related to center operations. Performance against these measures weighs heavily in the contract-award process. In PY '03, Job Corps continued to utilize its Performance-Based Service Contracting (PBSC) Plan that is in accordance with the Federal Acquisition Regulations (FAR) and goals established by the Office of Management and Budget's Procurement Executives Council. The FAR identifies PBSC as the preferred method of acquiring services primarily because it links performance to funding by rewarding good performance and penalizing poor performance.

All Job Corps' new awards and option year extensions for the operation of Job Corps centers and OA/CTS

providers include performance-based contracting incentive-fee provisions that tie a contractor's fee directly to achievement of outcome measures. Contractors are measured based on students' early program retention, achievement of academic and vocational credentials, placement, job retention and post-placement earnings. Since the implementation of performance-based contracting provisions, student outcomes have improved, resulting in increased incentive-fee earnings for contractors.

Small Business Initiative

During PY '03, Job Corps continued a multi-year initiative to increase the participation and success of small businesses as prime contractors. Job Corps' strategy to increase small business participation includes aggressive outreach and small business set-asides.

Job Corps encourages the participation of new companies in its contracting by conducting outreach to new firms, publicizing procurement opportunities and employing progressive procurement approaches. Annually, Job Corps sponsors an outreach conference designed to acquaint small businesses with procurement opportunities. In addition, Job Corps is represented at federal contracting outreach forums sponsored by other federal entities for the specific purpose of promoting greater competition in the procurement process. Contracting opportunities in Job Corps are widely publicized on both government-wide and DOL-sponsored Web sites. Outreach activities have



1965: Job Corps receives 204,756 applications at the rate of 6,000 per day.



1965: Dr. Bennetta Washington is named first director of the Women's Training Centers of Job Corps.

1966: Job Corps operates 106 centers. The first center in Puerto Rico opens on Vieques.



resulted in a significant increase in awards of contracts to new small businesses.

ACCOUNTABILITY

The Government Performance and Results Act (GPRA) requires all federal agencies to establish results-oriented goals that are tied to budget appropriations. These performance goals measure outcomes of program participants and assess the effectiveness of strategic planning. During PY '03, benchmarks were targeted at participants' attainment of high school diplomas, as well as placements and wages of Job Corps graduates after departure from the program.

Within the Job Corps system, the performance of Job Corps center operators, OA agencies, vocational training providers and CTS providers are measured against extensive and integrated performance measurement systems. These systems reflect and support the goals of the program while providing flexibility toward accomplishing those goals. In addition, the performance measurement systems provide a comprehensive picture of performance throughout all phases of a student's Job Corps experience.

Job Corps issues policy every year to all program partners outlining program goals, performance expectations and reporting requirements. Annually, current accountability systems are reviewed to determine if revisions are necessary to keep the systems aligned with Job Corps program priorities and intended results.

In addition to regularly scheduled program evaluations by both federal and contractor staff, the Office of Inspector General (OIG) regularly reviews the program to assess operations and performance reporting. Similarly, the Government Accountability Office (GAO) periodically conducts studies on the Job Corps program. External reviews conducted by offices such as the OIG and GAO are constructive in providing Job Corps with information to improve program efficiency and effectiveness. The National Office of Job Corps will continue to request the assistance of the OIG to conduct reviews related to data integrity and quality.

CAREER DEVELOPMENT SERVICES SYSTEM (CDSS)

The CDSS is Job Corps' approach to providing students with the training, guidance and support that will lead them to long-term employment, earnings growth and continued educational attainment. The system is designed to integrate and enhance all aspects of the Job Corps experience, which includes: Outreach and Admissions (OA); the Career Preparation Period (CPP); the Career Development Period (CDP) and the Career Transition Period (CTP).

Outreach and Admissions (OA)

During the OA process, prospective students learn about Job Corps and the opportunities available to them. They are informed of the responsibilities of being Job Corps students, and learn about the connection between their Job Corps experience and achievement of their long-term career goals. To qualify for admission, prospective stu-

**President Lyndon Johnson's
Special Message to Congress
(March 16, 1964)**

"The years of high school and college age are the most critical stage of a young person's life. If they are not helped then, many will be condemned to a life of poverty which they, in turn, will pass on to their children."

"I therefore recommend the creation of a Job Corps, a Work-Training Program, and a Work Study Program."

"A new national Job Corps will build toward an enlistment of 100,000 young men. They will be drawn from those whose background, health and education make them least fit for useful work."

"Those who volunteer will enter more than 100 camps and centers around the country."

"These are not simply camps for the underprivileged. They are new educational institutions, comparable in innovation to the land grant colleges. Those who enter them will emerge better qualified to play a productive role in American society."

dents must meet program eligibility requirements. Upon arriving on-center, students receive an initial assessment of their career goals and learn about the availability of vocational offerings.

Career Preparation Period (CPP)

As new students are welcomed to Job Corps and begin the CPP, they are given an introduction to center life and resources. Students learn about the center's academic programs, vocational offerings, job placement system, counseling services, community and extracurricular activities and rules and regulations. Students also learn about the wide range of wellness services available at the center, including basic medical, mental health and dental care provided by qualified health professionals. Students learn the skills (e.g., job search, employability, basic information technology, personal development skills) that are necessary to obtain employment. During this period, students work with center staff to identify their personal and career development needs. Using a career management approach, students and staff work together to update students' Personal Career Development Plans (PCDPs). PCDPs reflect students' career goals and determine the academic and vocational training strategies and support services that will enable the students to complete the program successfully and work toward meeting their career goals.

Career Development Period (CDP)

During CDP, center staff and employers provide students with intensive instruction in academic and vocational curricula, interpersonal communications and problem-solving skills and practice in social and personal management skills. The CDP training and services are aimed at fostering career awareness, establishing high academic and skill standards, integrating academic and vocational training and incorporating industry standards into training programs. Students also begin searching for a job and planning for independent living during the CDP.

Career Transition Period (CTP)

The CTP is the period when students transition from Job Corps to the workforce, an

1967



1966: The TV series *Star Trek* premieres.



1967: Job Corps is rated at 70 percent efficiency: 45,415 of Job Corps' 64,878 total students enter careers, education programs, or Armed Services.

1967: Rolling Stone magazine premieres.

1967: Boxing champion George Foreman graduates from Job Corps, which he credits with teaching him to read and write.



education program or the military. Center staff and Career Transition Services (CTS) providers assist with job placement and coordination of transitional support services, such as housing, transportation and other resources needed to retain employment.

Evaluation of Student Progress

Within the CDSS, students discuss their progress with staff on an ongoing basis to ensure that students advance steadily toward the goals outlined in their PCDPs. Students' achievements, as well as areas where improvement is needed, are noted as staff work with students to update their PCDPs. Center counselors work with students to ensure attainment of employability skills, as well as academic levels necessary to meet employers' needs.

Technological Advancements that Support CDSS

Job Corps centers prepare CDSS plans that identify how centers will meet the training needs of students, as well as national and center training objectives. Instructors have the flexibility to enhance courses and integrate competencies from academic, vocational and employability skills content areas to provide contextual learning experiences for students. Teachers select and apply a variety of tailored instructional approaches and materials to address different student learning styles and capabilities. To assist administrators, teachers, counselors and other Job Corps staff in developing training programs and providing student services, Job Corps has developed the Job Corps

Career Development Resource Center Web site (www.jccdr.org). The internal site provides online access to instructional materials, labor market and job search information, as well as staff professional development resources. Other supportive technological resources include a new career development tool, the Job Corps Wheel of Career Opportunity, which has been added to assist students in defining, focusing and meeting their educational and career goals.

During PY '03, Job Corps continued to upgrade the software used by staff to manage students' activities and achievements during their tenure in the Job Corps program. The Career Transition System, a Web-based application for tracking job placements, was added to the CDSS Suite of Applications. In addition, an electronic PCDP, which enables staff to document students' goals and progress electronically and facilitates a student-focused process of training and career planning, was added to the suite of applications. Further, a new Financial Management System was implemented to provide Job Corps centers and OA/CTS contractors with a tool to improve the management of their operating expenses.

PROGRAM SERVICES

Residential Living and Support Services

The residential aspect of Job Corps distinguishes the program from other federal employment and training programs. The residential living component is essential to the program because most students come from

1968



1967: For the first time, Job Corps students can live at home as the program announces plans for a pilot non-residential center in Pleasanton, California.



1968: Enrollment jumps to 33,013 at 109 centers including 82 Civilian Conservation Centers in 35 states, but the war in Vietnam causes budget cuts in all domestic programs.

1968: Dr. Martin Luther King, Jr. is assassinated in Memphis, Tennessee. In reaction, violent riots erupt in 168 U.S. cities.



1968: Students volunteer thousands of hours of community service, worth \$58 million to local neighborhoods.

disadvantaged environments and can best be served in a more structured and safe environment provided by the Job Corps center, where a variety of support services are available around the clock, seven days a week.

Dormitories on Job Corps center campuses are designed to promote a safe, comfortable environment for students. Residential students comprise more than 85 percent of Job Corps' enrollment. The dormitory buildings are staffed and supervised during all non-class hours. As part of the social development program, students must participate in dormitory meetings and group counseling sessions, take responsibility for cleaning their own rooms, assist in cleaning the common living areas, such as lounges and television rooms, and adhere to center rules regarding curfews and "lights out" times. The residential program helps students learn to get along with diverse groups of people, teaches them to accept responsibility for their actions and helps them to understand and practice good citizenship.

Job Corps offers a variety of activities and support services, including health care, nutritious meals, sports and recreation, counseling, support in group living, arts and crafts, student government, leadership and incentive programs. Students are provided a modest living allowance to cover personal expenses while they are enrolled.

These support services and related activities are integrated to provide a comprehensive social development program designed to motivate and support students in a safe and drug-free environment. The seriousness of Job Corps' commitment to ensure such an environment is demonstrated by the program's zero tolerance policy, which requires the dismissal of students for drug violations and serious violent offenses.

To be more responsive to the needs of students who have children, Job Corps has worked to make child care accessible. Twenty-two Job Corps centers currently provide on-site child care programs, and



seven of these centers also have dormitories designed to house student parents and their children. An additional seven on-site child care facilities currently are under development (Child Development Centers, p. 76).

Modernization and Renovations On-Center

In 1994, Job Corps had 108 centers nationwide. With a goal to increase the number of Job Corps centers across the country, the U.S. Department of Labor (DOL) began ten years of planning, designing and building. Today's Job Corps includes 122 centers.

Job Corps continues to assess, renovate and relocate centers in order to sustain technological advances, changing demographics and evolving student and employer demands. Recently, the Jacksonville Job Corps Center in Florida and the Centennial Job Corps Center in Idaho were relocated, and the Atlanta, Cincinnati, Cleveland and Little Rock Job Corps Centers are now in the planning and design stages for relocation.

Job Corps is taking advantage of innovations in construction to maximize its functional needs and longevity. New centers in Carville, Louisiana; Exeter, Rhode Island; Hartford, Connecticut and Wilmington, Delaware have been fitted with exterior ceramic “skins” that offer two distinct advantages for Job Corps and its students. These high-tech skins increase the gross square feet of the buildings by requiring only half the insulation materials while increasing the heating and cooling efficiency.

Safety and Security

In response to the attacks on September 11th, and in alignment with America’s leadership, Job Corps has implemented an aggressive campaign to expand center security measures, create on-site emergency preparedness plans, increase security awareness and build additional community linkages for local disaster response and evacuation procedures.

New Technology

Advances in technology have enabled Job Corps to transform itself to meet the needs of the information age. During PY ’03, the national Job Corps Data Center relocated to a larger facility capable of supporting expanded information technology (IT) services for the Job Corps community. Additionally, Job Corps completed the deployment of a centralized network infrastructure and upgraded the email system for 15,000 Job Corps network customers. Job Corps also has integrated Voice Over IP technology at all 122 Job Corps centers, garnering a substantial cost savings for voice services within the Job Corps community. Job Corps has continued to expand the CDSS suite of applications by adding new functionality and reporting capabilities to better serve the needs of the Job Corps community.

Job Corps has expanded its training capability for Job Corps’ IT customers and now hosts multiple training sessions via distance learning technology and face-to-face training with application and subject matter experts. Job Corps continues to partner with leaders in the industry to provide cutting edge IT training for Job Corps students and staff. In the coming program year, Job Corps will expand relationships with industry leaders and enhance existing e-learning capabilities to provide Job Corps with a dynamic and flexible IT infrastructure that is capable of supporting training in the 21st century.

Academic Training

For four decades, Job Corps has been dedicated to expanding the academic achievements of more than two million young Americans, focusing on strengthening their academic foundation in reading, math, technology and communications. The last few years have seen a shift in student demographics and industry demands, leading to the expansion of several Job Corps initiatives including English proficiency training and HSD granting authority; and the enhancement of outreach efforts, including the development of new targeted demographic communications such as multilingual brochures and Web sites.

In addition to broadening these key initiatives, Job Corps has implemented new vocational training programs that include industry certifications and accreditations, as well as new information technology curricula. Through a DOL Cooperative Agreement, Job Corps has also implemented a linkage with Public/Private Ventures, a national non-profit organization that utilizes local faith-based networks to enhance the range of career training and mentoring services available to Job Corps’ students in partner areas.

The Basics: Diagnostic Testing and Career Development Services

Beginning with Outreach and Admissions and continuing throughout training and the 12-month post-placement period of the Career Development Services System (CDSS, pp.17-19), Job Corps personnel work together to help all students achieve their academic and career goals.

The pursuit of a basic education is an important component of vocational, social and employability skills development. Job Corps' academic training is a competency-based education program that utilizes Tests of Adult Basic Education (TABE) assessment and other diagnostic tools to determine students' academic capabilities and identify any gaps to employability. Upon their arrival on-center and during the Career Preparation Period (CPP), the results of these diagnostic tests and academic assessments are incorporated into students' Personal Career Development Plans (PCDP), which include their academic and career goals and objectives and set the stage for their Job Corps experience.

Academics: Core Competency Training

Academic training is comprised of four core content areas – reading, math, information technology and workplace communications. Centers that enroll a large number of students with limited English proficiency also offer an additional core learning area of English as a Second Language (ESL) instruction.

Reading and Math

Students achieve literacy and numeracy standards through basic reading and math training. High school equivalency classes also are available to assist students who are either lacking diplomas and/or are seeking GED certificates. Throughout the academic program, courses stress problem-solving and cognitive skills.

Technology and Communications

Training in basic computer and Internet skills allows students to produce workplace documents, use e-mail and navigate labor market and job search information online. Training in workplace communications helps Job Corps students develop academic skills in spelling, grammar, writing and verbal communications within the context of workplace assignments. Additionally, students learn how to prepare resumes, job applications, cover letters and memos.

ESL Instruction

For the last several decades, Job Corps has been making strides in developing training methods and employing technology to facilitate learning for students who speak English as a second language. Using interactive exercises, software programs, curricula and Web-based resources, students are able to expedite the learning experience.



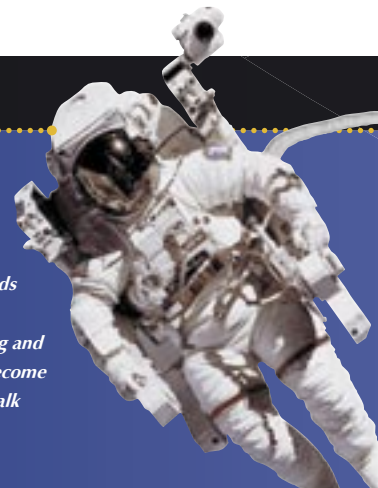
1968: The Office of Economic Opportunity sets goal of raising female participation in Job Corps to 50 percent as quickly as possible.

1969



1969: Job Corps is transferred from the Office of Economic Opportunity to the U.S. Department of Labor.

1969: U.S. lands on the moon. Neil Armstrong and Buzz Aldrin become first men to walk on the moon.



Academic Initiatives

In addition to basic vocational training and academic study, Job Corps is creating opportunities and encouraging its entire student body to pursue various education programs.

High School Diploma Initiative

In June 2001, the U.S. Departments of Labor and Education signed a Memorandum of Understanding to improve HSD attainment among Job Corps students. Job Corps' goal, in accordance with the Government Performance and Results Act, has been to increase the number of diplomas by 20 percent over the previous year's rate. To increase HSD attainment, Job Corps has implemented a three-part strategy that includes: (1) Expanding Job Corps' existing high school programs; (2) Improving online access to virtual high schools; and, (3) Enhancing the professional development and credentialing of Job Corps' instructors.

Today, many centers have established high school programs or entered into partnerships with local school districts and community colleges to expand high school and vocational options. In PY '03, as a result of these efforts, the number of HSDs attained increased by 25 percent.

Advanced Career Training (ACT)

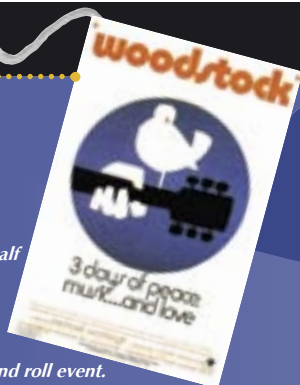
Job Corps offers numerous advanced training programs for students who want to further pursue education and training opportunities. Through partnerships with public and private educational institutions, such as community colleges, Job Corps has developed new advanced training and certification programs.

Beyond Academics

The power of the Job Corps program is its ability to shape training around students' needs. This enables them to pursue educational and vocational training at a pace they can manage within a supportive environment. Job Corps is pioneering initiatives that not only allow students to learn more easily, but also equip them with tools to facilitate their transition to successful careers.

Individualized Training and Alternative Learning Environment

Approximately 74 percent of Job Corps students have dropped out of high school prior to coming to Job Corps. The Job Corps education program is flexible enough to accommodate students with a wide range of knowledge and skills, from low-level readers to high school equivalency levels. Since most Job Corps



1969: Close to half a million young people attend Woodstock, a three-day rock and roll event.



1969: The Job Corps budget is reduced significantly, which results in the closing of 59 centers.



1969: Sesame Street debuts.

students have experienced failure in the traditional public school environment, Job Corps uses a variety of teaching approaches to engage students in the curriculum and provide contextual learning experiences. These methods can include large and small group activities, direct instruction, individualized learning, project-based learning, field trips, job shadowing, internships and other work-based learning activities.

Contextual Training

Job Corps utilizes contextual training in an effort to help students and bring academic learning and vocational training closer together. This form of training joins academic subject matter (e.g., math) with related vocations (e.g., construction trades) so that students can gain the greatest understanding of their field through a contextual learning experience.

Accessibility

In further recognition of students' diverse learning needs, Job Corps has developed strategies and best practices for special educational needs such as disability-related technical assistance. Job Corps also offers ESL instruction and cultural diversity training.

Life Skills Training

In addition to the academic program, Job Corps students learn more than the core competencies and a vocational trade. Job Corps students learn the fundamentals for employability: teamwork, punctu-

ality, follow-through, dependability, safety, adaptability and communication. Job Corps also trains in driver's education, health and wellness, customer service and problem-solving.

Through CDSS, Job Corps' self-paced academic program combines core competency training (e.g., reading, math, technology, communications), industry certifications and HSD/GED attainment, with an individualized training environment that focuses on accessibility, life skills training and students' career goals and objectives.

Job Corps strives to meet the evolving demands of employers through a responsive industry-driven academic and vocational training program that enhances students' ability to build viable careers, sustainable wages and competitive on-the-job training. Job Corps serves as an adaptive, educational model aligning with growth industries and labor market trends while providing academic, vocational and employability skills training to economically disadvantaged young adults.



PROJECTED CHANGES IN JOB CORPS TO ADDRESS THE NEEDS OF HIGH GROWTH INDUSTRIES

The Job Corps program has always been forward-thinking. In anticipation of trends and changes in the workplace, Job Corps consistently attempts to identify ways to enhance opportunities for its students and graduates. Critical to this concept is the alignment of its vocational offerings with the needs of the labor market by training students for high growth jobs.

As Job Corps looks toward the next 40 years and plans for system changes that will prepare students and graduates to compete in the 21st century workforce, the business community will continue to be Job Corps' primary partner. Job Corps understands that becoming demand-driven and enhancing linkages with employers in high growth industries allows the greatest opportunity for success for program participants.

Job Corps recognizes that operating as a system that is responsive to the needs of the business community requires a thorough understanding of the dynamics and demographics of the workplace and recognition of the industries that are growing and creating jobs, as well as those that have growth potential. In the end, the demand-driven approach translates to better prepared employees and better return on investment for Job Corps, its employer partners and the community.

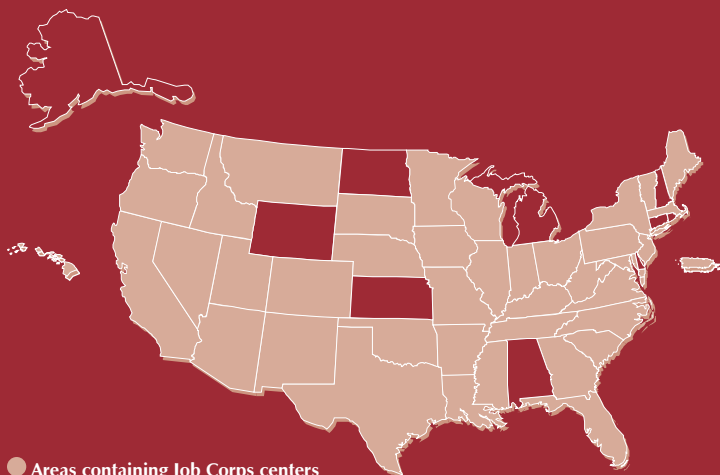
Economic data indicates that critical workforce needs and gaps exist within the following high growth industries - automotive, advanced manufacturing, construction, health care, hospitality, information technology and transportation. This represents an opportunity for Job Corps to reach out aggressively to its business partners and develop linkages that can lead to significant system enhancements through broader vocational offerings, improved curricula, expanded student internships and teacher externships and additional industry certifications and accreditations.

Job Corps centers utilized Center Industry Councils, as well as local and national linkages with employers to change numerous vocational programs in PY '03 in an effort to better align with local labor market needs. Job Corps' partnership with CVS is a shining example of an employer-driven program. CVS is one of the nation's largest retail pharmacy chains. The company began its Job Corps partnership in 2000 by providing the curriculum, equipment and supplies for the Pharmacy Technician training program at Cassadaga Job Corps Center in New York.

In 2004, the Grafton Job Corps Center in Massachusetts also developed a new partnership with CVS to develop a Pharmacy Technician training program. In addition, CVS expanded its partnership to the Glenmont Job Corps Center in New York in the area of Retail Sales. CVS donated photo-processing equipment to the Center to train students to become Photo Lab Technicians. The Center, in conjunction with CVS, developed new curricula to prepare retail students with the necessary skills to become Assistant Managers at CVS stores. CVS is just one example of Job Corps' demand-driven program. Through advanced training offerings and industry input, Job Corps continues to focus on meeting the future workforce needs of employers.

Career:

Job Corps Prepares Youth for 21st Century Careers.



1979:

Number of Job Corps Centers: 103

In States: Arizona, Arkansas, California, Colorado, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin; District of Columbia and Puerto Rico

SUCCESS STORY

The Keystone Job Corps Center's LPN Program

Job security, the satisfaction of helping others, the fulfillment of career goals and great potential for advancement in the health care industry are all benefits for graduates of the innovative Licensed Practical Nursing (LPN) program at the Keystone Job Corps Center in Pennsylvania.

HCR Manor Care, one of the country's leading long-term health care providers, worked with Keystone Job Corps Center staff to develop the 12-month LPN program, which is the first of its kind in the northeast region of the country. Currently, the nation faces a nursing shortage, and the industry job market is experiencing faster-than-average growth in multiple settings: nursing homes, individual patients' homes and medical offices. Looking at these trends, the Keystone Job Corps Center prioritized nurse training, and now students who are passionate about providing quality health services have access to expanded career opportunities beyond earning a Certified Nursing Assistant (CNA) certification. Funding, technical knowledge, curriculum and other support from HCR Manor Care ensured the LPN program's state accreditation.

The students in the inaugural graduating class of Keystone Job Corps Center's LPN program each dedicated approximately 830 hours to coursework on nursing fundamentals and specialized health topics such as community health and pediatrics. They also spent another 730 hours in clinical training. The students' results proved well worth the effort. The national median wage for LPNs is \$29,440 – 150 percent of the average earnings for nursing assistants – which signifies an LPN's considerable step up in the health care career ladder.

Jasmine Small, an LPN graduate who went on to pass the Pennsylvania State Board of Nursing Exam, illustrates how Job Corps helps to shape exciting new life paths, and move graduates toward achieving long-term goals. At 16, the Tobyhanna, Pennsylvania native wanted to be financially independent; after completing her clinical rotation at the Kingston HCR Manor Care facility, she accepted a job on-site in August 2004.

Small aspires to be a Registered Nurse (RN) one day – and that goal certainly is within reach. “Job Corps helped me to grow strong and determined to get things done,” Small said with newfound confidence. Thanks to the support of Job Corps and HCR Manor Care, Small will continue to advance in the health care field.





28 '70s 1970



1970: Recognizing that a significant number of young mothers in low-income areas could not participate because they had to stay at home with their children, Job Corps establishes its first day care center at the Atlanta Job Corps Center.

1970: Ohio National Guardsmen open fire on anti-war protesters at Kent State University, killing four students and wounding nine more.



1970: Job Corps opens its first coeducational center in Oregon. Over the next five years, Job Corps adds six coeducational centers.

JOB CORPS EMPLOYER PARTNERS

One of the foundations of Job Corps' 40 years of success is its partnerships with local, regional and national employers. Through these relationships, Job Corps is able to provide a variety of relevant career offerings that meet local labor market demands, resulting in modernized Job Corps training programs that include input from industry councils, local employers and labor market information research.

Job Corps' employer partnerships exist on the local, regional and national level and are focused on understanding business' needs and developing training programs to help meet those needs. These partnerships provide Job Corps graduates with higher earnings and a long-term attachment to the labor market and can include the creation of customized training programs, internships, mentoring, donating equipment and the development of curricula.

LOCAL AND REGIONAL EMPLOYER PARTNERSHIPS

The most successful partnerships start on the local level with individualized relationships between employers and Job Corps centers. Through these partnerships Job Corps centers develop an understanding of the employer's unique workforce needs to create mutually beneficial linkages. The employer may be a small business owner or a company that is regionally or nationally based. These local successes often serve as models that can be replicated at additional Job Corps locations.

Job Corps has worked hard to foster and expand local and regional agreements with major companies and business organizations, including: American Hotel and Lodging Association; Cisco Systems; CVS Pharmacies; Equity Residential Properties; Roadway Express; State Farm Insurance Company; U.S. Chamber of Commerce; Toyota; the U.S. Coast Guard; the U.S. Navy; and the Youth Training Development Consortium.

NATIONAL EMPLOYER PARTNERS (NEPs)

The NEP program has taken employer involvement to a new level. NEPs are employers that are national in scope, meet Job Corps' criteria for wage and employment prospects, and bring tangible benefits to students, centers and the Job Corps system. Within the past six years, Job Corps and seven NEPs have benefited in countless ways from participation in these groundbreaking partnerships. Currently maintaining NEP agreements with AAMCO Transmissions; HCR Manor Care; Jiffy Lube International; Roto-Rooter Plumbing Service; Sears, Roebuck & Co.; Walgreens and Co.; and the U.S. Army, Job Corps provides trained and job-ready students to help fulfill these organizations' entry-level workforce needs.

In return, NEPs have provided valuable resources to the Job Corps community, amounting to over \$3 million, which include providing instructors and curricula (including industry certifications), as well as internships, training and



1971: 46,000 youth are enrolled in Job Corps. 77 percent are placed in careers, education programs or the Armed Services.

1971

1971: Job Corps' GED success helps persuade the American Council on Education to lower testing age from 18 to 17 for GED.



1972: Atlanta center begins "child-hood development" with job training.

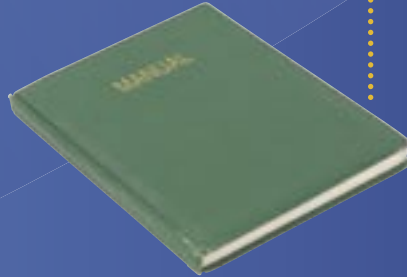
1972

1972: Job Corps has:
- 72 centers
- 48,600 total students
- 78 percent are placed; remaining 22 percent cited as "married women who left job market or girls too young to work."



1972: Pong, the first home video game, hits the market.

1972: Job Corps develops bilingual training at eight centers designed specifically to accommodate about 5,400 disadvantaged youth of Hispanic background, including four regional centers and four local residential centers.



1973: The Comprehensive Employment and Training Act (CETA) gives state and local governments the authority to develop and manage job training programs.

1973: Residential living manual is issued for first time to help centers better meet students' needs.

equipment and other resources. Employers also assist in the tracking of labor market data and apply their real-world expertise to keeping Job Corps centers current on cutting-edge technology for high growth industries. NEPs use knowledge of their industries and industry trends to help create and shape program curricula and vocational offerings. In only six years, NEPs have helped employ thousands of Job Corps graduates and provided on-the-job training through countless work-based learning and job shadowing opportunities for students.

Job Corps continues to engage private-sector employers both as customers and partners in the workforce investment system by communications through employer organizations and business liaisons within the community, as well as expansion of its successful partnerships with local, regional and national employers. Job Corps seeks to address employers' needs for a trained, demand-driven workforce, and expansion of its career offerings to include high growth and emerging industries such as: advanced manufacturing, automotive, construction, health care, hospitality, information technology, retail and transportation. Job Corps has four decades of success in employer partnership initiatives serving both local and national employers in all levels of employment and training.

Military Partnerships

The unique partnership between Job Corps and the U.S. Armed Services began with the first center opening in 1965. Twenty-eight Job Corps centers are former military installations, and many of the program's basic practices were built on a structured military or "corps" model. A career in the U.S. Armed Services offers students an opportunity for career, training and educational advancement combined with one of the nation's most comprehensive health and benefits packages including paid housing, health care, family and child care and expansive retirement/pension plans.

Over the past four decades, the U.S. Army, U.S. Navy and U.S. Coast Guard have recognized the potential offered through Job Corps and its students. More than 10,000 Job Corps students have chosen to serve their country and enlist in the military where they have the opportunity to receive training in high-demand fields in over 1,000 military occupations in 60 different career fields. Today, Job Corps students receive and develop the necessary skills to successfully

transition to a civilian career or re-enlist in the military with the benefit of on-the-job training and new career opportunities through military service.

Job Corps students interested in military careers can participate in a variety of military partnerships at local centers including informal relationships with military personnel who serve as mentors, tutors and instructors or through more formalized programs such as Junior Reserved Officers' Training Corps (JROTC) programs or military career development programs.

Whether students desire to be active in a JROTC program or a more formal military development program, students have an opportunity to prepare for the Armed Services Vocational Aptitude Battery (ASVAB) while participating in skill development activities (i.e., High Adventure courses, map reading and vectoring, military history, etc.) or citizenship programs.

1973: Job Corps forms
10 regional offices.



1974: Job Corps serves
its 500,000th student.

1974: President Nixon resigns from office as a result
of the Watergate scandal. Vice President Gerald Ford
becomes President.



1973: The Sears Tower in Chicago, Illinois, is completed.

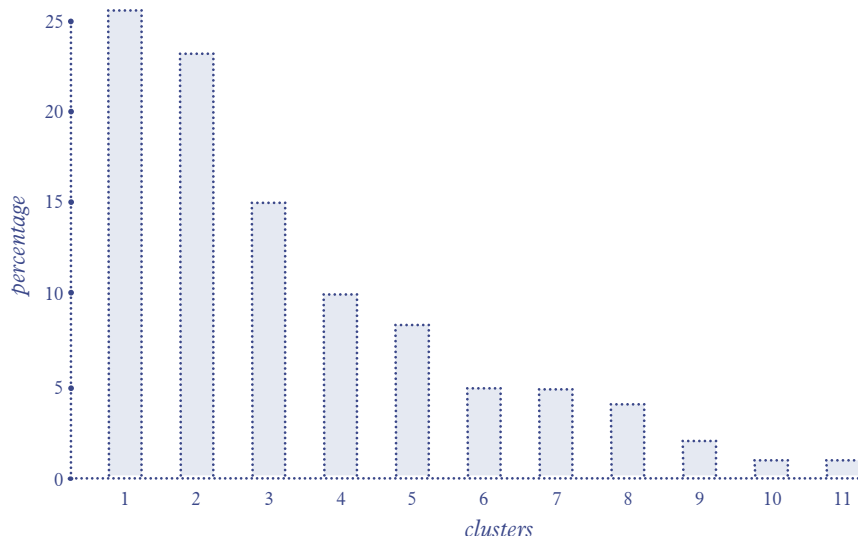
VOCATIONAL TRAINING

Students, with the assistance of center staff, determine an appropriate vocational training program during the Career Preparation Period (CPP). A student's individual training program is based upon a formal assessment of his/her interests, values and aptitudes. This information is then matched, as closely as possible, with vocational training offered at the center and incorporated into the student's Personal Career Development Plan (PCDP), which directs his/her career training during and beyond Job Corps.

Job Corps' vocational programs are designed to offer individualized, self-paced and open-entry/open-exit instruction, providing flexibility for students to enroll

and progress at their own pace. The program emphasizes "hands-on" learning and "learning by doing" in all occupational areas.

Job Corps offers more than 100 trades, including trades in high growth and emerging industries. Each Job Corps center offers training in a wide variety of vocational areas, including automotive trades, business technologies, construction trades, culinary arts, health occupations and information technology-related occupations. Many centers have established linkages with local trade schools and community colleges to provide vocational offerings not available at the center or to enroll students in more advanced training programs.



Job Corps Vocational Training Clusters

- 1** 26% | Construction
- 2** 23% | Business & Finance
- 3** 15% | Health Care
- 4** 10% | Hospitality
- 5** 8% | Manufacturing
- 6** 5% | Automotive & Machine Repair
- 7** 5% | Information Technology
- 8** 4% | Human Services
- 9** 2% | Retail
- 10** 1% | Renewable Resources & Energy
- 11** 1% | Transportation

The Workforce Investment Act (WIA) requires all centers to form Center Industry Councils (CICs). CICs are comprised primarily of employers who recommend appropriate vocational offerings and training using relevant local labor market supply and demand information. Centers are strongly encouraged to enhance or change their vocational offerings, as necessary, based upon this data and employers' needs.

Competency-based curricula provide the basis for Job Corps' vocational training programs. All programs consist of a series of skills or competencies that students must acquire. In order to guide student instruction and assess student progress, Job Corps utilizes Training Achievement Records (TARs). TARs list skills or competencies for each major vocational program offered at Job Corps, and include essential employability skills. Centers often enhance TARs with employer-specific or region-specific skills training. TARs represent occupations in which students can earn livable wages and maintain long-term employment. Students are encouraged to complete the maximum number of specialty areas available in a training program so that they may achieve a diverse and high level of proficiency.

Labor and business organizations play an important role in Job Corps' vocational training. Through participation in the provision of vocational training, curriculum development, placement and follow-up services, they help create a stronger program. These organizations also participate in Vocational Skills Training (VST) projects,

which offer students an opportunity to work on construction and rehabilitation projects, both on the center and in the surrounding area, while making valuable contributions to their communities through conservation and community service activities.

A key component of Job Corps' vocational training is a hands-on approach. The classroom and workstation environment replicates the workplace as much as possible, and instruction includes practical exercises and demonstrations. As students progress in their vocational training, they receive further experience through work-based learning assignments. These structured activities provide opportunities for students to observe the actual worksite early in their training, and to apply their skills and knowledge in work settings. Work-based learning coordinators, instructors and employers monitor and assess the performance of these students, and recommend additional training, work experience or vocational course completion, as appropriate.

Throughout their vocational training, students and staff work together to address areas critical to students' career success. Applied academics, which involve integrating academic and vocational skills, are woven into each training program. Students also receive assistance in resume writing, interviewing and job search techniques, as necessary.

AUTOMOTIVE

Job Corps will work with industry leaders, such as the National Automotive Technical Education Foundation

1974: More than 400 Corpsmen enter college; 4,000 GED certificates are awarded.



1975: Union training for women in construction starts in Job Corps.



1975: Saturday Night Live debuts.



1975: Job Corps completes more than \$150 million in conservation projects.



1976

1976: 91.8 percent of graduates are placed in careers, education programs and the military.

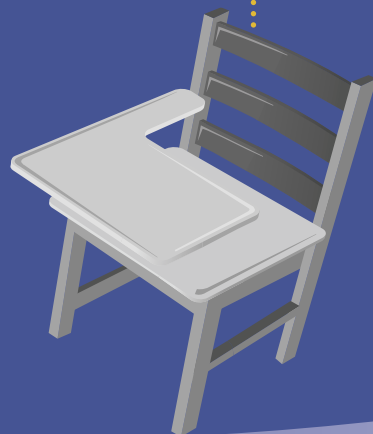


1976: Apple I computer hits the market.



1977: Ninety-fifth Congress passes \$342 million appropriation doubling the size of Job Corps.

1977



1977: Job Corps has 22,000 new slots for eligible students.

33

JULY 1, 2003 - JUNE 30, 2004

(NATEF) and the National Institute for Automotive Service Excellence (ASE) to enhance the quality of the Basic Auto Repair program in order to be more successful in meeting employers' needs.

CONSTRUCTION

Job Corps has long-standing partnerships with a variety of construction craft unions, which lead to registered apprenticeship opportunities for graduates. Through the use of Vocational Skills Training (VST), Job Corps provides opportunities for students to learn and practice vocational skills and workplace competencies through work on projects which include construction, rehabilitation and maintenance of center facilities or participation in public service projects in nearby communities. These VST activities involve students in work-based learning experiences related to the career field for which they are being trained. For example, the Grafton Job Corps Center's plumbing and facilities maintenance students were involved in the construction of a fully-heated greenhouse at the Grafton High School. The completed greenhouse will support students in special education, independent studies, school services and science. The local Community Harvest Project will use the produce in its hunger relief program. The project allowed students to gain valuable work experience while providing a much-needed service to the local community.

HEALTH OCCUPATIONS

Job Corps partners with community colleges and local hospitals to prepare students for state exams for Certi-

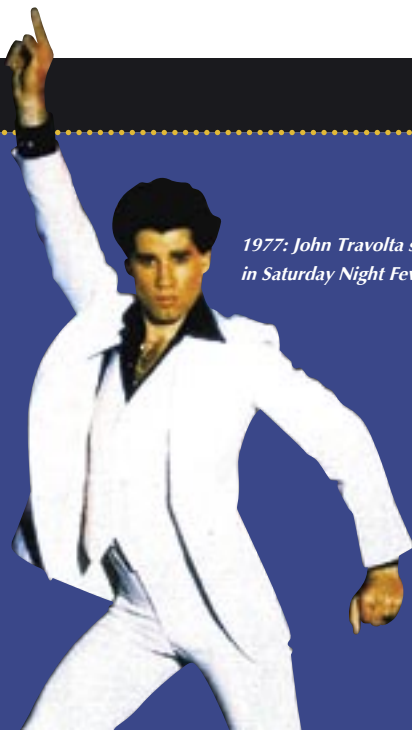
fied Nursing Assistant (CNA) and Licensed Practical Nurse (LPN).

INFORMATION TECHNOLOGY

Job Corps offers an increasing number of certifications in the Information Technology sector, including Microsoft Office User Support (MOUS), A+ Certification and Cisco Certified Network Associate (CCNA).

ADVANCED MANUFACTURING

Job Corps is preparing students to fill job shortages in the manufacturing industry through development of an Introduction to Manufacturing course, which is based on national standards set by the Manufacturing Skill Standards Council. Further, Job Corps is collaborating with the Aidex and Amatrol corporations to deliver a Pre-Integrated Systems Training (Pre-IST) course that will prepare students to undertake advanced training and fill positions in maintaining and operating modern assembly systems. The Pre-IST course was developed with input and approval from major companies including Caterpillar, Inc., Ford, Goodyear, Motorola, Nissan, Toyota, U.S. Steel and others. To enhance both manufacturing courses, Job Corps and the National Institute for Metalworking Skills, Inc. (NIMS) are aligning the manufacturing training competencies with NIMS certification requirements. This will enable graduates of the manufacturing courses to obtain nationally recognized credentials for careers in metalworking and machining, and will prepare graduates for opportunities in advanced NIMS-certified training.



1977: John Travolta stars in Saturday Night Fever.



1977: Job Corps serves 61,700 youth.

1977: 9,300 Job Corps graduates enter education programs or the military.

1978



SCHOLARSHIPS

DONALD A. BUCHANNON SCHOLARSHIP FUND

The Donald A. Buchannon Scholarship Fund was established in memory of Don Buchannon, a valued member of the Job Corps family who died in 1989. In keeping with Mr. Buchannon's firm belief in the value of education, this scholarship fund was created as a tribute to his many contributions to the Job Corps program.

The scholarship of \$2,500 is awarded annually to a deserving current or former Job Corps student who demonstrates exemplary Job Corps performance and a commitment to pursuing further education.

HARPERS FERRY MEMORIAL SCHOLARSHIP

This scholarship fund honors the lives of eight students from the Harpers Ferry Job Corps Center in West Virginia who perished in a MARC/AMTRAK train collision in 1996. The purpose of the award is to provide Job Corps students with funding to support advanced training or secondary education.

Since its inception in 1996, the scholarship has been awarded to at least one Job Corps graduate per year. In PY '03, two scholarships were awarded to Job Corps graduates from the Whitney M. Young Job Corps Center in Kentucky and the Alaska Job Corps Center. Each winner was awarded \$1,000 toward college tuition.

INFORMATION TECHNOLOGY SCHOLARSHIP

For the past five years, the Federation of Government Information Processing Councils/Industry Advisory Council (FGIPC/IAC) has helped Job Corps students and graduates pursue careers in the information technology (IT) field. Since 1999, IAC has raised more than \$225,000 for Job Corps students in the form of scholarships worth \$3,000 in reimbursable expenses. In PY '03, ten young men and women received the equivalent of \$30,000 in scholarships associated with the pursuit of a certificate or degree program in the IT field. The recipients plan to use the scholarship to advance career opportunities in this high growth industry.

"I came into Job Corps knowing very little about how computers work, and now I want to change how they work. I understand more now about this changing field and I never want to quit learning about it."

John Maresch
Denison Job Corps Center
graduate and 2003
IAC Scholarship recipient

1979

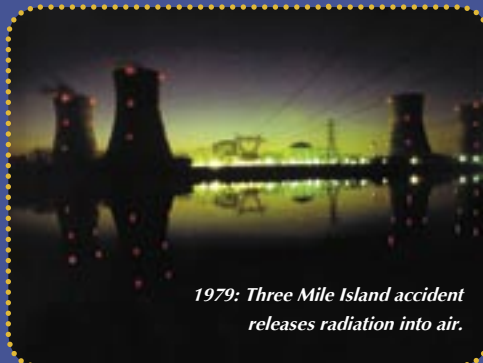
35

1978: Job Corps serves 70,500. Job Corps operates 60 centers in 32 states and Puerto Rico.

1978: Job Corps institutes the Advanced Career Training (ACT) program, which allows Corpsmembers to attend college or receive additional advanced training. 1300 students enter advanced training.



1978: The Camp David Accords are negotiated between Israel and Egypt.

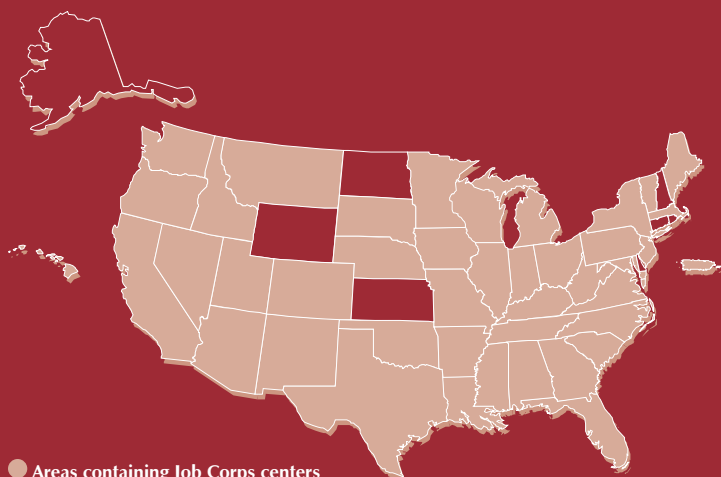


1979: Three Mile Island accident releases radiation into air.

1979: Job Corps celebrates 15th anniversary. There are 103 centers in 40 states, District of Columbia and Puerto Rico.

Community:

Job Corps Students and Staff Give Back to Their Communities by Donating Thousands of Hours to Community Service Projects



● Areas containing Job Corps centers

1989:

Number of Job Corps Centers: 108

In States: Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin; District of Columbia and Puerto Rico

SUCCESS STORY

Job Corps Provides Disaster Relief to Communities Across the Nation

Over the past 40 years, Job Corps' commitment to community service has been made evident by the innumerable ways that students and staff have selflessly provided disaster relief for America's communities. From fighting fires to donating blood to helping communities destroyed by natural disasters, Job Corps has aided communities-in-need across the nation. This has never been more apparent than in the last few years, when America has been faced with many natural and violent disasters.

During the 2000, 2001 and 2002 peak fire seasons, 5,000 Job Corps students – representing 17 different centers – helped fight forest and wild land fires that threatened thousands of acres of land in 16 states. Student volunteers assumed a variety of roles: frontline “hotshot” hand crew members assisted in suppressing the flames; engine crew substitutes filled in for field firefighters; and support staff kept the campsites stocked with necessary supplies and maintained the fire equipment inventory.

Job Corps' firefighting efforts helped save America's forest land and residents' homes; and, in the case of the Lyndon B. Johnson Job Corps Center's 18-person team, salvaged a Boy Scout camp in New Mexico. The volunteer fire squad from the Pine Ridge Job Corps Center was affectionately dubbed “Nebraska One.” According to Jerry Mack, a math teacher and firefighter trainer on center, the students maturely and efficiently rose to the challenge of “being part of the initial attack” on a large fire – a task that does not arise often for student volunteers. The heroic fire fighting efforts of Job Corps students and staff have enhanced greatly the capacity of local fire departments and helped to save numerous lives, homes, businesses and communities.

Following the September 11, 2001 attacks, Job Corps students did not hesitate to help affected communities and victims. Kareem Miller, then a student at the South Bronx Job Corps Center and an intern at a New York City security firm, reported immediately to the World Trade Center after hearing about the plane crashing into the first World Trade Tower. He spent the rest of the day helping policemen and firefighters direct confused and frightened people away from dangerous areas, and per-



forming first aid functions. Miller's actions illustrated just one example of the personal commitment Job Corps students and staff make to their communities.

Financially, students and staff from dozens of Job Corps centers participated in a number of fundraising endeavors – through the end of 2001 and the beginning of 2002 – to benefit terrorism victims and their families. Activities included selling patriotic pins and student-made memorial stickers, washing cars and participating in walk-a-thons. By October 2002, Job Corps had raised \$70,000 for the American Red Cross to help aid September 11 victims and their families. Individual Job Corps centers – including Centennial, Dayton and Clearfield – raised \$2,500 or more for this effort.

In addition to the hands-on support and financial aid that Job Corps centers provided in the wake of the September 11 events, they also provided life-saving blood donations in response to shortage calls from the American Red Cross. Thanks to numerous Job Corps donors, the American Red Cross received over 2,000 units of blood.

In the aftermath of the 2003 Columbia space shuttle explosion, Job Corps students again lent their helping hands. Over the course of two weeks (10-12 hour days), more than 300 students from 10 Job Corps centers retraced portions of the shuttle's flight path on the ground in Texas, combing over forest and swampland

tagging Columbia shuttle items to be sent to the Kennedy Space Center for reassembly and investigation.

One Mingo Job Corps Center student, a member of one of the Center's two 20-person Columbia shuttle recovery teams, helped locate a space helmet, which he said "really magnified the importance of the effort, not just for the families of these heroes but also for the safety of future shuttle missions."

Emphasizing the commitment of Job Corps students and staff to help communities in need, many of the Curlew Job Corps Center students involved with the Columbia activity returned home to Washington and promptly assisted in the local authorities' search for a boy who had been reported missing.

Giving back to the community and volunteerism is fundamental to the Job Corps program. Students and staff bravely assist communities across America in times of extreme turmoil and disaster. Through community service, students gain an appreciation and understanding of the importance of helping others and experience the accomplishment and reward that comes with directly impacting their communities and neighbors' lives. Whether through disaster relief or participation in other types of community service projects, Job Corps students have been integral in giving over \$120 million worth of support to Americans annually for more than four decades.

JOB CORPS AND THE COMMUNITY

Job Corps centers represent valuable economic and social resources to communities nationwide. In urban, suburban and rural settings, Job Corps centers create jobs and contribute a myriad of services to their local communities. The average Job Corps center employs 140 staff with an annual operating budget of \$10 million. Approximately 81 percent of this annual operating budget is spent in surrounding communities through staff salaries, student allowances and center purchases. A recent study found that for every \$1.00 spent locally, \$1.91 of local economic activity occurs.

Job Corps students give back to their communities through a wide range of service and volunteer activities. Through relationships with local chapters of

national organizations such as the American Red Cross, Boys and Girls Clubs of America, Habitat for Humanity, Special Olympics, the United Way and YMCA/YWCA, Job Corps students help to enhance the quality of life in their communities while practicing their trades and developing a sense of civic and personal responsibility.

NATIONAL JOB CORPS ALUMNI ASSOCIATION

The National Job Corps Alumni Association (NJCAA), established in 1980, will celebrate its 25th anniversary in 2005. As a non-profit, member-based organization, the NJCAA's mission has been to provide support to current and former Job Corps students to help them with their personal growth and professional development.



1980: Job Corps budget is \$560 million.



1980: 4 million
Rubik's Cubes sold.

1980: Total enrollment in Job Corps is
103,800; 79,000 are new participants.



1980: Mount St. Helens erupts.

1981: Ronald Reagan survives
assassination attempt.



NATIONAL COMMUNITY SERVICE ACTIVITIES

The Job Corps system maintains a commitment to organizing and participating in national community service activities. These service projects complement Job Corps' comprehensive academic, vocational and social skills training by providing students with opportunities to give back to the community using the skills they have learned at Job Corps.

In PY '03, over 33,000 Job Corps students and staff joined with their local communities to participate in three national community service days: Groundhog Job Shadow Day, National Youth Service Day and Make A Difference Day. Job Corps is a national partner in these three events.

Groundhog Job Shadow Day

Groundhog Job Shadow Day provides students with practical knowledge about how skills learned in the classroom are applied in the workplace. The annual event pairs student "shadows" with workplace mentors to demonstrate the connection between academics and careers. In addition to providing students with valuable opportunities to experience the workplace, the event also affords Job Corps the opportunity to strengthen local and national employer connections and form new partnerships with employers. More than 11,600 Job Corps students and staff participated in Groundhog Job Shadow Day activities during PY '03.

National Youth Service Day

Coordinated by Youth Service America, National Youth

Service Day is held each April to celebrate and educate the community about the year-round contributions of young people as community leaders. In PY '03, more than 10,000 Job Corps students and staff participated in National Youth Service Day activities. Job Corps' participants volunteered to mentor and tutor young people, staff Special Olympics events, hold food drives and more.

Make A Difference Day

Make A Difference Day, held annually on the fourth Saturday of October, is coordinated nationally by USA WEEKEND and The Points of Light Foundation. Job Corps centers partner with community organizations, employers and faith-based organizations to recruit volunteers and plan service projects on this day. In PY '03, close to 11,000 Job Corps students and staff participated in Make A Difference Day events.

Job Corps is also an America's Promise "Commitment Maker" and a partner with the American Red Cross. Since 1999, student and staff participation in national service events has more than doubled and employer participation has increased by 33 percent. Job Corps staff and students use the national community service days as an opportunity to lend their time and talents to thousands of local community service projects. These activities provide students and staff with opportunities to connect with national community service organizations and plan events that bolster awareness of service projects in local communities.

1982

1982: Competency-based curriculum materials are developed for most vocational programs.

1982: Landmark movie *E.T.* opens.



1982: The Job Training Partnership Act (JTPA), under which Job Corps is funded, is passed, allowing state and local governments substantial responsibility for job training, but also granting the federal government limited oversight.

1983

1983: In a limited Job Corps survey, the most popular occupational choices are:

FOR MALES:

Carpenter construction
Custodial maintenance
Mechanic repairer
Industrial production
Cook

FOR FEMALES:

Nurses' assistant
Clerk typist
Clerical clerk
Sales clerk

1984

1984: There are 107 Job Corps centers nationwide.



1985: "Computer assisted instructional system" and "video supported educational programs" are instituted in classrooms.

1985

LOCAL COMMUNITY SERVICE ACTIVITIES

In PY '03, Job Corps participated in numerous local community service activities such as providing disaster relief, coordinating annual blood drives, mentoring and tutoring young people, doing clean-up and landscaping, holding food drives, teaching senior citizens how to use computers, organizing community health fairs and restoring wetlands, wildlife preserves and more.

DISASTER RELIEF AND EMERGENCY PREPAREDNESS ACTIVITIES

As the result of several significant natural disasters and the need for homeland security preparations, many PY '03 community service projects were focused around disaster relief and emergency preparation activities.

The combined storm damage from Hurricanes Charley, Frances and Ivan in Alabama, Mississippi, Florida and Georgia called for the largest relief efforts in the history of the American Red Cross. Several teams from Job Corps centers around the country came to the aid of communities hit by the hurricanes. One of Job Corps' volunteer teams included a 10-member student team from the Edison Job Corps Center. The students, fresh from extensive first aid and disaster services training, headed south to storm-ravaged Mobile and Birmingham, Alabama. The young volunteers helped restore daily life by packing supplies for delivery to families that were unable to reach shelters before the storms hit

land. Other students helped repair homes and community buildings.

Simultaneously, several Pine Knot Job Corps Center volunteers were stationed at the Orange County Convention Center in Florida. The students set up hospital beds for the elderly, who had not evacuated the area and who needed additional care. To date, almost 2,000 relief volunteers from Job Corps have given aid to America's hurricane victims.

Gary, Ouachita, Miami and Homestead Job Corps Center students have taken preventative disaster measures. More than 70 students from Gary Job Corps Center completed a course in basic disaster relief, and learned new skills such as how to organize makeshift shelters, provide food and basic health care and offer appropriate emotional support to people affected by traumatic situations.

In PY '03, the Miami Job Corps Center created a Community Emergency Response Team, and student participants learned to identify hazardous materials, support rescue operations and communicate effectively in the event of a disaster situation.

In December 2002, about 80 Miami and Homestead Job Corps students assisted in the training of local fire and police units during a simulated chemical attack at the Fort Lauderdale Baseball Stadium. The last exercise in

a series of training sessions since the Okalahoma City bombing in 1995, the students served as mock victims and cooperated with the law enforcement figures as they performed basic decontamination and medical procedures.

Ouachita Urban Forestry students exhibited their expertise at an Oklahoma park, where park staff determined that dead trees presented a potential safety hazard for campers. After contributing 243 hours of their time, the young workers had trimmed back more than 220 trees and saved the park rangers approximately \$6,700.

The disaster relief efforts allowed students to gain valuable service experience, while assisting in restoring traumatized communities.

SERVING YOUTH AND SENIOR CITIZENS

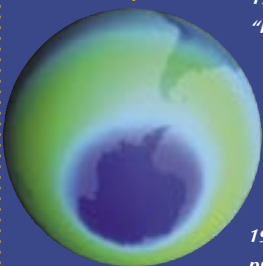
During PY '03, many Job Corps student and staff volunteers organized reading programs, provided day care assistance, visited patients in children's hospitals and held health fairs. Job Corps volunteers also provided companionship and instruction to elderly community residents; taught senior citizens how to use computers, painted homes and performed maintenance activities for senior residents and visited elderly patients in hospitals and nursing homes.

The Quentin N. Burdick Job Corps students baked and delivered desserts to elderly residents of the local nursing homes, while Culinary Arts students regularly visited patients at the clinic for Alzheimer patients.

RENOVATION AND MAINTENANCE ACTIVITIES

Job Corps students and staff renovated community areas, such as playgrounds and parks; assisted with building homes for Habitat for Humanity and cleaned and maintained community spaces. The volunteers also painted and renovated buildings and playgrounds, built bus shelters and assisted with restoring historical landmarks.

Several centers performed important renovation and maintenance community service activities to create new equipment and a cleaner environment. The Maui Job Corps Center rebuilt a greenhouse for indigenous Hawaiian plants and assisted in building a protective barrier for endangered Hawaiian green turtles for a pond and wildlife refuge in the community. The Angell Job Corps Center in Oregon participated in the clean-up of the local beach and highway. These activities provided valuable services to the community and saved precious agency resources.



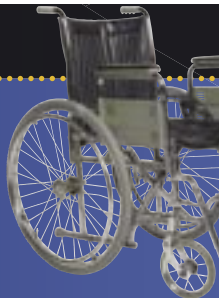
1985: Scientists discover Ozone "hole" over Antarctica.

1985: Job Corps adds a pilot program for 22- to 24-year-olds.

1986: Job Corps National Director Peter Rell establishes Performance Measurement Systems (PMS) to ensure accountability for taxpayers' investment.



1986



FOOD AND HEALTH SERVICES

Job Corps centers organized food drives and health fairs for local community residents. Volunteers collected canned foods, delivered Meals on Wheels, held drives to collect hygiene-related products and organized fairs to provide opportunities for health screenings.

In PY '03, the Bamberg Job Corps Center organized 13 agencies, service providers and community organizations, as well as more than 350 volunteers for the Health Fair and Alcohol and Drug Awareness workshop. The local hospital participated by providing free blood pressure screenings and cholesterol screenings and several local organizations provided pamphlets and information to be disseminated.

Community service is an integral part of the Job Corps program because it complements the academic, vocational and employability skills training. Community service projects help students to build strong character and learn important life and organizational skills that are necessary for employment. The service activities also allow the Job Corps system to strengthen community relations, providing students and staff with the opportunity to give back to the communities that support them.

LINKAGES TO WORKFORCE INVESTMENT SYSTEM PARTNERS

The Workforce Investment Act (WIA) establishes the framework for a national workforce preparation and employment system designed to meet the needs of the nation's businesses, jobseekers and individuals who want to further their careers. Job Corps has developed important linkages to other agencies and organizations within the workforce investment system, including One-Stop career centers and their partners, apprenticeship programs, Workforce Investment Boards (WIBs) and community- and faith-based organizations.

For Job Corps, linking to workforce investment system partners can provide a wide range of advantages that include: improving community relations; helping centers to develop new work-based learning and employment opportunities for students; assisting with developing new demand-driven curricula to meet industry standards; enhancing Job Corps' understanding of employers' workforce needs and creating

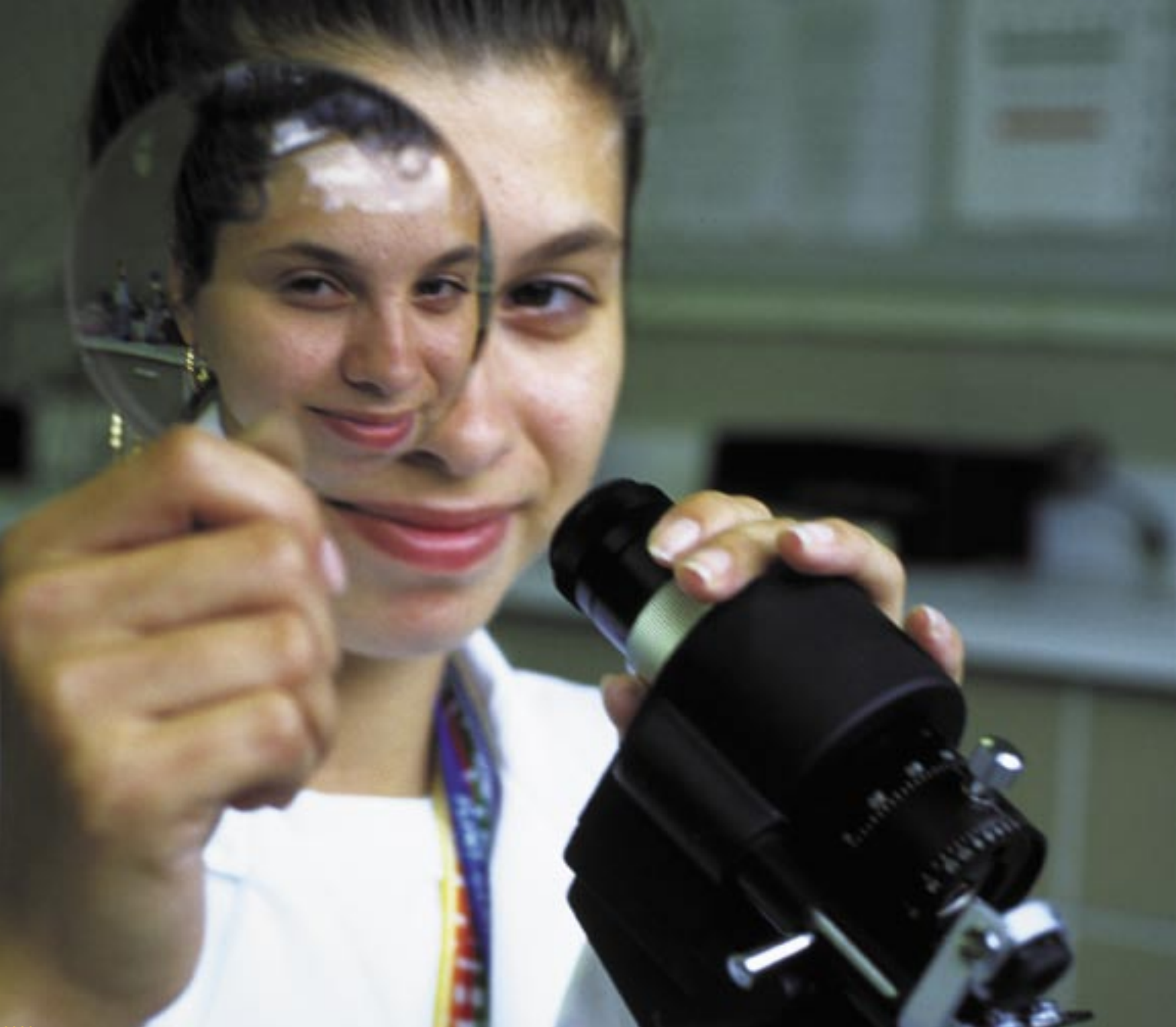


1986: Challenger explodes 73 seconds after lift-off.



1986: Job Corps centers begin renovations to accommodate physically disabled students.

1986: Job Corps II is piloted—the program helps selected centers increase capacity by conducting classes during evening hours, making it possible for enrollees to hold part-time jobs while participating in training.



1987

1987: The stock market crashes on Black Monday.



1987: 105 centers throughout the country, which serve 65,000 students.

1988: Job Corps starts "Jump Start to Language Power," which aims to improve students' communications skills through directed and recreational reading, journal writing and group discussion.



1988



1988: A new pilot program known as "Shelter Corps" is implemented with the Human Resources Administration of New York City to enroll homeless youth in Job Corps on a shared cost basis.

opportunities for partnering with community- and faith-based organizations that offer employment and support services.

Benefits of linking with workforce investment system partners include:

- ★ **Referrals** – Centers can receive referrals from both local and distant One-Stop career centers. The One-Stop delivery system provides a comprehensive range of employment, training and related services that are accessible in one location within the community.
- ★ **Access to employer partners** – Job Corps centers can have greater access to employers through serving on WIBs.
- ★ **Opportunities to shape local workforce policy** – Serving on WIBs allows Job Corps centers to help shape local workforce policy.
- ★ **Linkages to other partners** – Through linkages with workforce agencies and organizations, community colleges, educational institutions and other workforce investment system partners, Job Corps has been able to increase high quality placements and wages that lead to long-term career opportunities for Job Corps students and graduates.

Job Corps continues to engage workforce investment system stakeholders and strives to increase collaboration with One-Stop system partners. Job Corps is committed to finding new ways to leverage the resources and expertise of the workforce investment system to benefit students and graduates. These linkages will provide Job Corps with increased access to employment, training and educational opportunities, support services and employer partners within the workforce investment system.

1989



1989: Secretary of Labor Elizabeth Dole calls Job Corps an “economic necessity.”

1989: Exxon Valdez spills nearly 11 million gallons of oil into the Prince William Sound.

1989: Job Corps celebrates 25 years of service. Job Corps’ placement rate is 83.5 percent, with 66.7 percent of former enrollees placed in gainful, unsubsidized employment and 16.8 percent going on to education programs or advanced training.



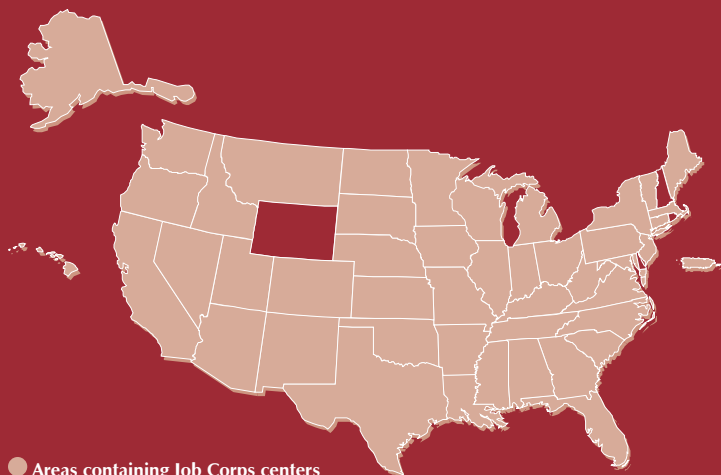
1989: Training options expand with the addition of 17 curricula, consisting of Training Achievement Records, which comprise a list of tasks students need to accomplish to be employed.

1989: The Berlin Wall falls.



Character:

Job Corps Builds Character in Youth for Work and for Life



● Areas containing Job Corps centers

1999:

Number of Job Corps Centers: 119

In States: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin; District of Columbia and Puerto Rico

SUCCESS STORY

Darrell Carter

No stranger to tough times, Darrell Carter turned to Job Corps looking for a chance to find success and happiness in life. His most vivid teenage memory is of the white gloves that he wore as a pallbearer at numerous funerals for young friends. Growing up in an urban community plagued by street violence, Carter lacked the desire to create a vision for his future.

After reaching a breaking point, Carter said one day, “I want more than that,” and promptly enrolled at the Potomac Job Corps Center in Washington, D.C. Carter decided to pursue a career in plumbing and maintenance. He thoroughly enjoyed the technical and customer service training because it gave him confidence that he was moving in the right direction.

Upon graduating from Job Corps in 1992, Carter accepted a sewer and drain technician position with Roto-Rooter, the nation’s largest plumbing company. After working in Baltimore, Maryland for four years, Carter purchased his own company truck, a significant achievement by company standards. The hard-working Job Corps graduate currently earns more than \$60,000 a year, allowing him to provide a safe and secure home for his two sons, an achievement of which he is quite proud.

Carter has expanded his area of expertise to include field training and instruction for entry-level Roto-Rooter technicians. Carl Dillon, the Roto-Rooter National Recruiting Specialist who brought Carter on board, said that Job Corps graduates have a higher retention rate within the company.

In his 2001 address to the U.S. House of Representatives’ subcommittee on Labor, Health and Human Services and Education Appropriations, Carter said, “I made it because of Job Corps.”

Roto-Rooter and Job Corps have established a National Employer Partnership, due largely to Roto-Rooter’s experiences with exceptional, accomplished and enterprising Job Corps students like Carter.



JOB CORPS DEVELOPS CHARACTER

It is often and accurately said that our youth are our future. For the past 40 years Job Corps has helped shape the character of America's economically disadvantaged youth. Today, students who enroll in Job Corps benefit from academic, vocational, community service and social skills training programs. Through a myriad of program services, Job Corps teaches students the fundamental elements needed to build character, a sense of responsibility and good citizenship.

SOCIAL SKILLS TRAINING

Job Corps provides a structured Social Skills Training (SST) program that consists of 45 topics, including cultural diversity, listening skills, anger management, workplace relationships, teamwork, prioritizing, responsibility to self and others and money matters.

EMPLOYABILITY SKILLS

In addition to SST, Job Corps students are required to learn employability skills. Employability skills are those that employers consider to be a necessary part of the total skills package an employee is expected to bring on the job. Skills introduced to students include: dressing appropriately for work, punctuality, responding to supervision, customer service and teamwork, safety, adaptability and communications.

LEADERSHIP AND CITIZENSHIP DEVELOPMENT

Another Job Corps focus is leadership and citizenship development. Students can serve in a variety of leadership capacities, ranging from Student Government Association officer to Community Relations Council member. Citizenship development for students occurs through participation in an array of local community service projects and national service days. Thousands of Job Corps students have participated in these worthwhile community activities; through their involvement, students learn the importance of sharing and giving back to their communities, while gaining a better understanding of the significance and impact of volunteerism.

POSITIVE ROLE MODELS

With Job Corps program services available 24 hours a day, 7 days a week, young people are constantly exposed to dedicated staff such as residential advisors, career counselors and vocational and academic instructors who serve as positive role models. Staff provide Job Corps students with real-life examples of strong character and illustrate how to "walk-the-talk." The structure of the Job Corps program provides young people with the ability to develop relationships with these role models and gain valuable knowledge and inspiration from them. Participation in community service projects and work-based learning experiences also provides students with opportunities to interact with adult role models.

'90s

1990

1990: Congress calls for long-term expansion of Job Corps. The 50/50 Plan is launched, focusing on improving existing services, while opening 50 new centers to serve 50 percent more youth.

1990: Nelson Mandela is freed after 27 years in a South African prison.



1991

1990: Job Corps launches educational initiatives that include pilot testing curricula for parenting, social skills training and English as a Second Language.



1991: The Persian Gulf War begins.

All of these elements, combined with the vocational training and academic discipline required to succeed in Job Corps, equip Job Corps graduates with a sense of character, responsibility and citizenship that will guide them throughout their lives.

HEALTH AND WELLNESS PROGRAM

Staying healthy and physically fit are basic requirements for any successful career. The Job Corps Health and Wellness program helps students:

- * Increase their knowledge of health-related practices;
- * Learn personal hygiene management;
- * Develop healthy lifestyles;
- * Learn how to access health care in the community; and,
- * Understand responsible use of health care services.

Within the first 48 hours of arrival at the center, every student receives a cursory physical exam, dental inspection, lab and drug testing and immunizations, followed by a more complete medical examination within 14 days.

During the Career Preparation Period, students receive an overview of health and wellness services, register for health insurance (if applicable) and participate in wellness classes. Health maintenance and self-care management activities continue throughout the Career Development and Career Transition Periods.

Throughout their stay at Job Corps, students receive essential training in a variety of wellness and safety topics. Safety training is incorporated into each vocational training program and is an integral part of the daily learning experience. In many trades, students acquire valuable occupational health and safety competencies. Such competencies are often highly valued by employers, which increases student employability.

Additionally, safety and health committees, consisting of staff and students, guide initiatives aimed at improving safety and health at each center. Students and staff also work together to minimize hazards and promote safe practices in center dormitories, classrooms and recreational areas.

All Job Corps staff members are required to receive basic training in wellness. Efforts at the national level during PY '03 resulted in the availability of Web-based safety and health training courses for center staff across the country.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA) is a sanctioned and active body on each Job Corps center that functions as a liaison between staff and students, combining efforts to enhance all areas of center life. Each

SGA is unique in structure, but the officers are usually comprised of students elected by their peers to serve in leadership positions such as president, vice president, secretary, treasurer and chief justice. Additional SGA

1992

1991: Job Corps received \$1.5 million in 1991 to increase the availability of childcare services for Job Corps students.

1992: Job Corps institutes an online, real-time data system.



1992: Job Corps introduces performance-related student pay, incentives and bonuses.

1992: The World Wide Web becomes mainstream (1994, 3 million online; 1998, 100 million online).



1992: To acknowledge and reward academic achievement, the U.S. Department of Labor holds the third annual Job Corps Academic Olympics in Washington, D.C.



1993: Job Corps has 108 centers nationwide and serves more than 60,000 new students each year.

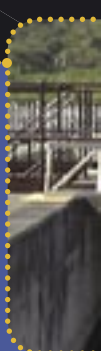
1993

1993: An amendment to the Job Training Partnership Act (JTPA) raises the portion of slots for non-residents to 20 percent.

1994

1994: Nine new centers are announced in seven states.

1994: Job Corps launches a pilot program to provide mainstream education, training and job placement to mentally challenged youth at the Old Dominion Job Corps Center in Virginia.



positions and committees are established as needed to address and resolve specific challenges on-center. SGA members meet stringent performance requirements and serve as positive role models for others. A priority of SGA is sponsoring community service projects in which staff and students participate. These activities promote volunteerism, good citizenship and strong leadership qualities.

HALL OF FAME AWARD

The Job Corps Hall of Fame Award recognizes the exceptional personal growth and achievements of former Job Corps students. Recipients of this honor are selected based upon career and community service achievements. Each year the winner is presented with a cash award of \$1000 and a personal plaque that acknowledges his/her induction into the Job Corps Hall of Fame.

THE 2004 JOB CORPS HALL OF FAME AWARD WINNER DR. PAUL KILLPATRICK

As a young man, Paul Killpatrick beat the odds stacked against him – with the help of Job Corps. Born and raised in south central Los Angeles, California, during the 1960s, he only had to walk outside to witness first-hand racially charged street violence. Neither of his parents graduated from high school, and Killpatrick's own academic outlook appeared dim. Uninspired, he dropped out of high school by age 16.

Shortly thereafter, Killpatrick saw Olympic heavyweight boxer and Job Corps graduate George Foreman on a Job Corps recruitment poster and inquired about the program. He quickly enrolled at the Timber Lake Job Corps Center in Oregon's Mt. Hood National Forest and found himself motivated and eager to take charge of his



education. Earning the title of “Major” for his diligent work through the campus leadership program, he served as dorm leader and assistant camp medic.

Job Corps introduced the “city boy” to a diverse group of students and faculty, encouraging Killpatrick to strengthen his leadership skills. He graduated from Job Corps’ painting program in 1970; within five years, he earned a Bachelor’s of Arts in Social Studies Education. He challenged himself to teach at the Oregon State Penitentiary, as well as a juvenile detention center. He found great joy in serving as a role model for discouraged students who, in many ways, reminded Killpatrick of himself as a boy.

While in Job Corps, he developed a passion for learning, which inspired him to go on to earn a Master’s of Arts degree in Counseling and a Ph.D in Postsecondary Education from Oregon State University. He reminisces about his work ethic as a Job Corps student and Master’s candidate, “I took all of the hardest classes up front. I figured if I could get through those, the rest would be easy.”



1994: The Alaska Job Corps Center opens and is one of two centers that trains students in water treatment and waste water treatment.

1995

1995: A new code of conduct with zero tolerance for drugs and violence is implemented at all Job Corps centers.

1996

1996: Atlanta hosts the 1996 Summer Olympics.



Killpatrick used the lessons he learned at Job Corps to achieve his dreams. After starting out as Interim Director of an Oregon community college, he advanced to the position of Dean of Instructional Support and later Vice President of Instruction at Yakima Valley Community College in Washington. In 2002, the man once affectionately dubbed “The Professor” by his admiring peers at Timber Lake was named president of Great Basin College in Nevada.

His dissertation research on the educational and personal benefits of receiving a General Educational Development (GED) certificate reveals that Killpatrick attributes much of his own success to Job Corps’ educational training. The educator stays active in community affairs through the National Council of African American Men and the Elko Chamber of Commerce, among other organizations. As the 2004 speaker at the Sierra Nevada Job Corps Center’s commencement, Killpatrick declared, “I am proud of Job Corps – and I love to tell others about this life-changing program.”

FORMER JOB CORPS HALL OF FAME WINNERS

The Hall of Fame was established in 1975 where winners representing Job Corps’ first decade were selected. As a result, the first thirteen Hall of Fame members were inducted in the same year.

Paul Killpatrick	2004
George L. Hirner	2003
George Foreman	2003
<i>Lifetime Achievement Award</i>	
Bruce Ford	2002
Frank Alvarez	2001
Cristina Perez	2000
Brenda Walker	1999
Kay Kleinschmidt	1998

Griselda Villalobos	1997
Robert P. Herrera	1996
Helen Doyle Fahey	1995
Sergio Gutierrez	1994
Ana Street	1993
Ted R. Martinez	1992
Robert Covington	1991
Nam Trung Tran	1990
Becky A. Cole	1989
Gilibaldo Puente	1988
Ira L. McNeil	1987
La.Donna Tramble	1986
Vera D. Ford	1985
Charles Serrano	1984
Shirley Shirvers-Hays	1983
Beverly Barry	1982
Brenda Jarmon Postley	1981
Faustina V. Solano	1980
Paulette Hiton Robinson	1979
Warren A. Rhodes	1978
Darren Gregware	1978
James E. Daniels	1977
Carl Farinelli	1976
Marion Walker	1975
Ken Stein	1975
Philip Lee Smith	1975
Richard Ponce de Leon	1975
Walter Mitchell	1975
Rosa Isela Mendoza	1975
Jessie L. Lane	1975
Brenda Brown Hernandez	1975
K. Jean Henderson	1975
Julie A. Conner	1975
Judith L. Chandler	1975
Peter J. Brennan	1975
Yvonne Epps Berry	1975



1996: Approximately 1,000 counselors provide outreach and admissions services.

1997

1997: NASA's *Pathfinder* spacecraft lands on Mars.



1998



1998: Congress passes the *Workforce Investment Act (WIA)*, which supersedes the *Job Training Partnership Act (JTPA)*.



1999

1999: Job Corps and Make a Difference Day become partners to increase community service activities in the Job Corps system.

1998: The National Employer Partnership program is initiated. Job Corps signs first partnership agreement with Jiffy Lube.



1999: Job Corps joins America's Promise with three commitments:

- 50 percent of Job Corps students will participate in community service.
- National and regional employer partnerships will be strengthened.
- Mentoring opportunities will be available to at least 1,100 students.

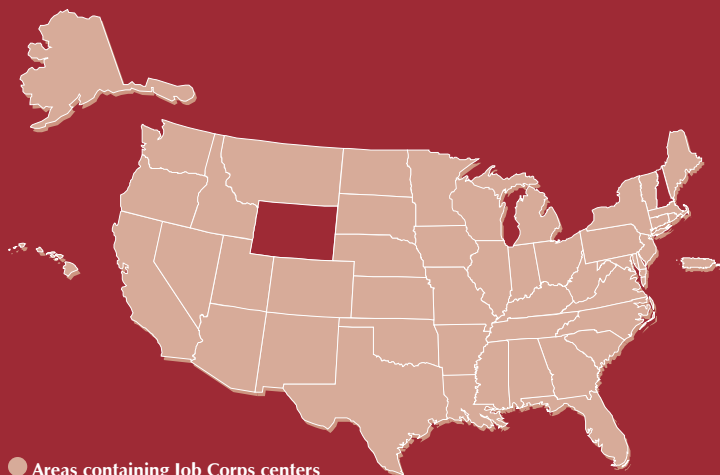


**Groundhog
Job
Shadow
Day!**

1999: Job Corps begins participation in Groundhog Job Shadow Day.

Outcomes:

July 1, 2003 - June 30, 2004 Outcomes and Costs



Present:

Number of Job Corps Centers: 122

In States: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin; District of Columbia and Puerto Rico

STUDENT RESULTS (PY '03)

Job Corps defines a *graduate* as a student who has attained a high school diploma (HSD) or General Educational Development (GED) certificate or completed a vocational trade. Students who have enrolled and separated from the Job Corps program are considered *terminees*. The term *placement* refers to a graduate/terminee who has obtained employment, enrolled in an education program or enlisted in the military.

PLACEMENT RATES

Job Corps continues to place a high proportion of students in jobs, education or training programs or the military. In Program Year 2003 (PY '03), 90 percent of all graduates were placed and 83 percent of all terminees were placed.

PLACEMENT WAGES

The average hourly rate for Job Corps graduates in PY '03 was \$8.08. A Job Training Match (JTM) is a job placement that directly or closely correlates with a student's vocational training program. JTM placement wages for graduates in PY '03 averaged \$8.64.

AVERAGE LENGTH OF STAY

The PY '03 average length of stay for Job Corps graduates was 11.2 months. For all terminees, the average length of stay was 8.3 months.

VOCATIONAL COMPLETION

In PY '03, over 62 percent of all students completed one or more levels within their chosen area of vocational training, achieving the competencies specified for the vocation.

HSD/GED ATTAINMENT

In PY '03, approximately 21,000 students attained HSD/GED certificates.

FIVE-YEAR PERFORMANCE SUMMARY

Of Students Outcomes

PY 1999 Jul 99-Jun 00	PY 2000 Jul 00-Jun 01	PY 2001 Jul 01-Jun 02	PY 2002 Jul 02-Jun 03	PY 2003 Jul 03-Jun 04
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

GRADUATE PLACEMENTS

<i>Entered Employment</i>	83%	84%	80%	77%	79%
<i>Enrolled in Education</i>	6%	7%	10%	10%	11%
<i>Total Reported Placements ¹</i>	88%	91%	90%	87%	90%
<i>Avg. Placement Wage</i>	\$7.49	\$7.97	\$7.96	\$8.03	\$8.08

GRADUATE JOB TRAINING MATCH

<i>% of Graduate Job Placement</i>	62%	62%	60%	56%	58%
<i>Graduate JTM Avg. Placement Wage</i>	\$7.93	\$8.44	\$8.55	\$8.59	\$8.64

¹ Assumes that all terminees who were not contacted did not obtain jobs or enroll in education.

FIVE-YEAR PERFORMANCE SUMMARY

Of Students Outcomes

PY 1999 Jul 99-Jun 00	PY 2000 Jul 00-Jun 01	PY 2001 Jul 01-Jun 02	PY 2002 Jul 02-Jun 03	PY 2003 Jul 03-Jun 04
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

AVERAGE LENGTH OF STAY (months)

Graduates	11.1	10.6	10.8	11.1	11.2
All Terminees	7.0	7.1	7.6	8.1	8.3

VOCATIONAL COMPLETION

% of All Terminees	49%	52%	57%	61%	62%
--------------------	-----	-----	-----	-----	-----

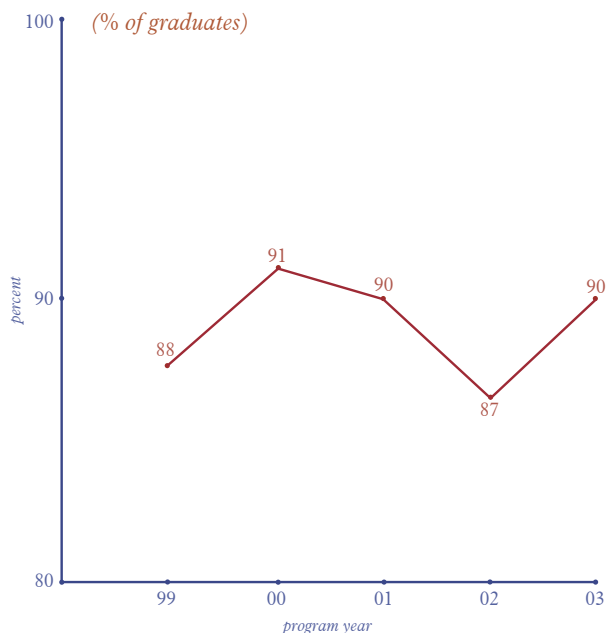
HIGH SCHOOL DIPLOMA/GED CERTIFICATE

All Terminees	16,461	18,050	18,280	19,849	20,975
---------------	--------	--------	--------	--------	--------

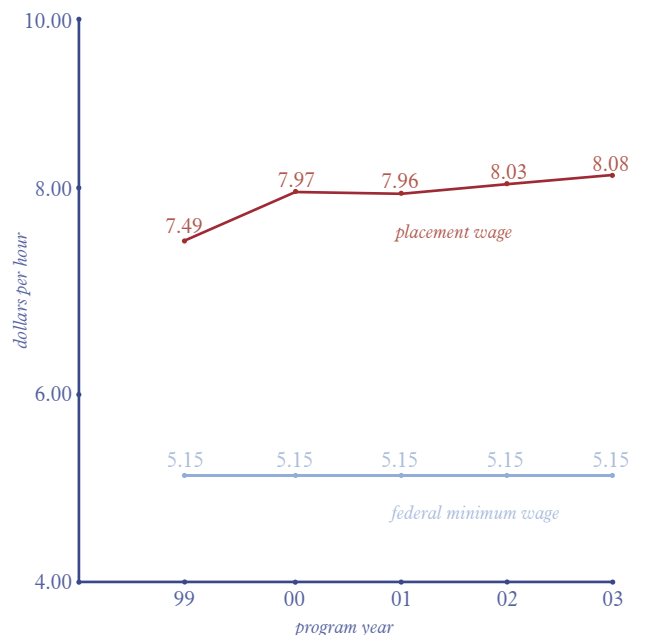
FIVE-YEAR PERFORMANCE

TOTAL REPORTED PLACEMENTS

(% of graduates)



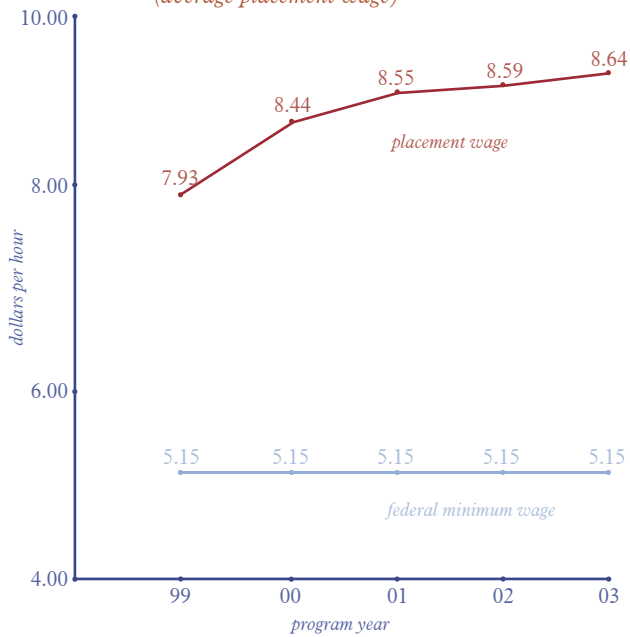
AVERAGE GRADUATE PLACEMENT WAGE



FIVE-YEAR PERFORMANCE

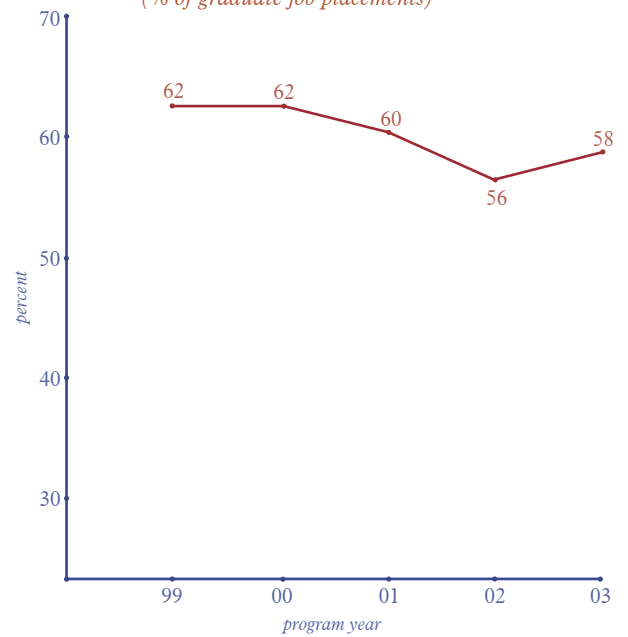
GRADUATE JOB TRAINING MATCH

(average placement wage)



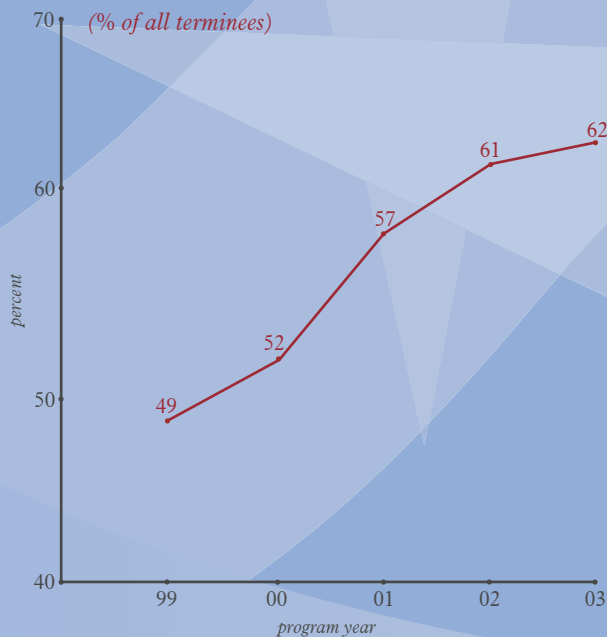
GRADUATE JOB TRAINING MATCH

(% of graduate job placements)

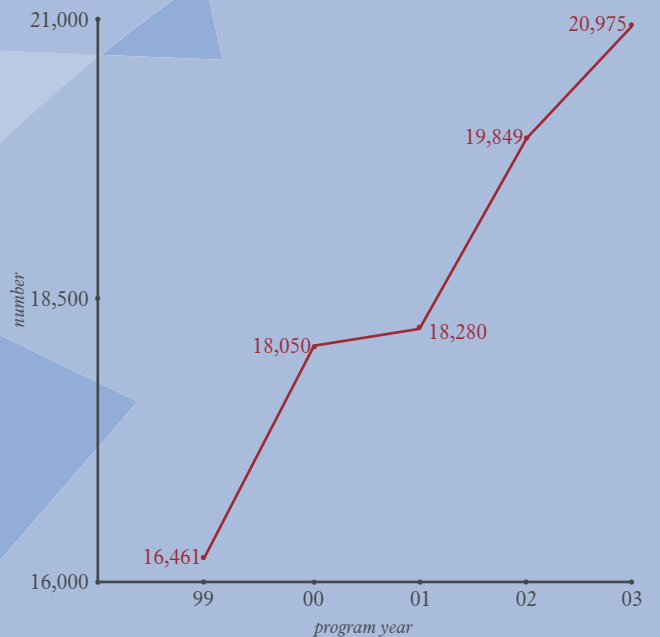


STUDENTS COMPLETING VOCATIONAL TRADE

(% of all terminees)

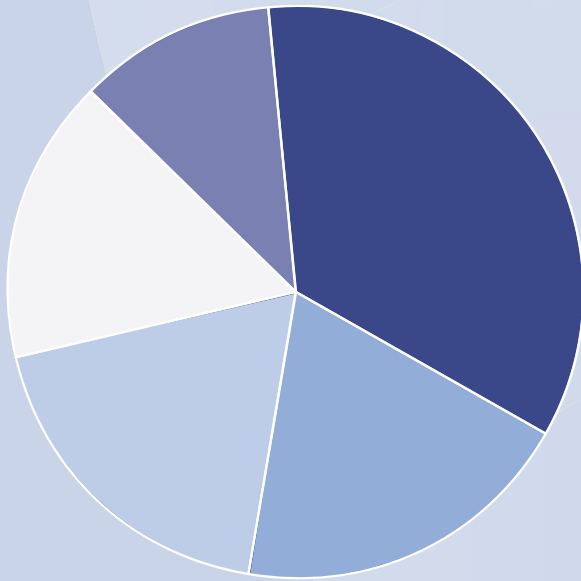


STUDENTS OBTAINING HSD/GEDs



CHARACTERISTICS

Of Students Entering the Program

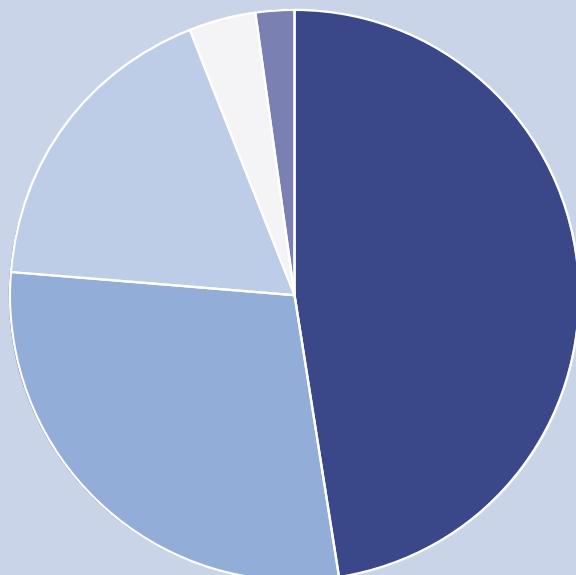
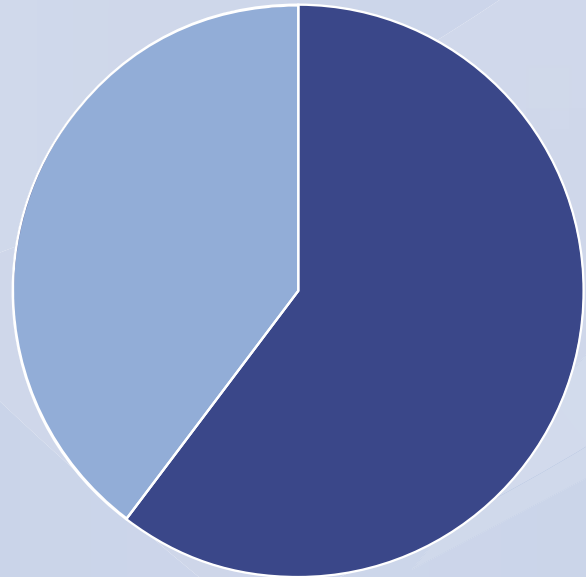


Age

- 35.9% | 18 and 19
- 19.4% | 17
- 19.0% | 20 and 21
- 13.9% | Under 17
- 11.8% | 22 and over

Gender

- 59.1% | Male
- 40.9% | Female

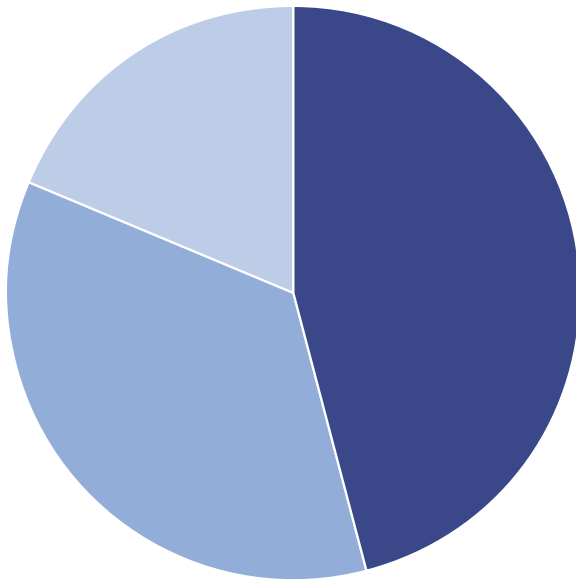


Race/Ethnic Group

- 48.9% | African American
- 28.7% | White
- 16.9% | Hispanic
- 3.3% | American Indian
- 2.2% | Asian/Pacific Islander

CHARACTERISTICS

Of Students Entering the Program

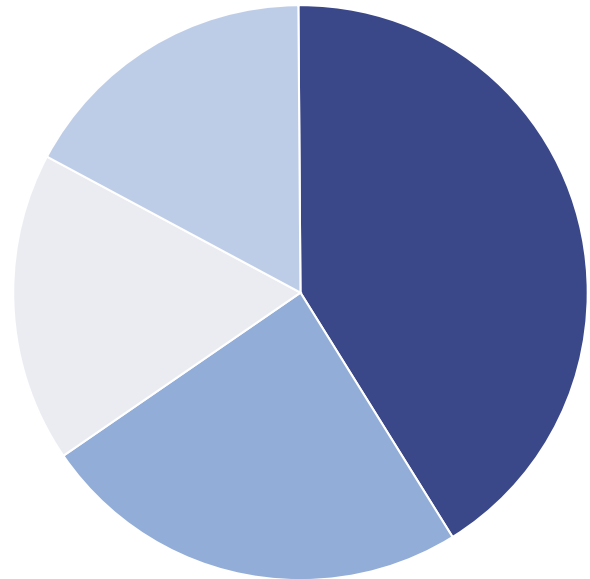


Family Size

- 45.3% | 1
- 36.1% | 2 to 4
- 18.6% | 5 and over

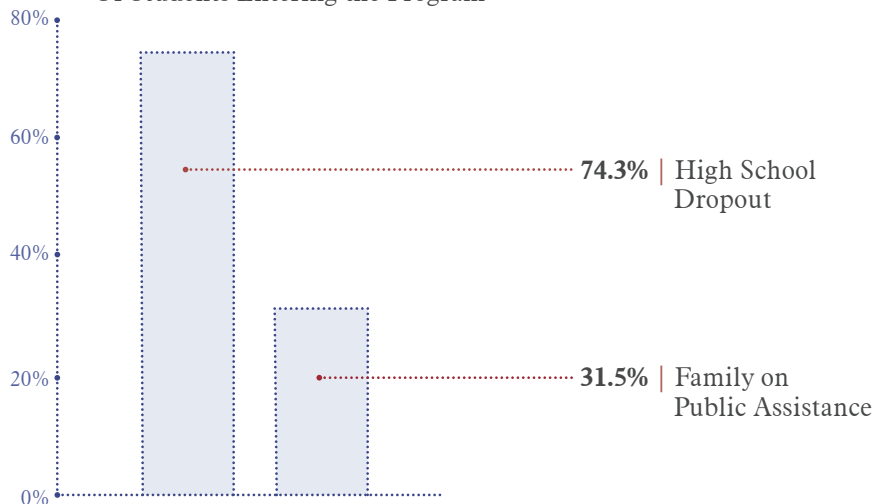
Reading Levels

- 41.7% | 5.0 to 8.4
- 24.9% | 10 and above
- 17.7% | 8.5 to 9.9
- 15.7% | 0.0 to 4.9



OTHER CHARACTERISTICS

Of Students Entering the Program



PROGRAM COSTS (PY '03)

Congressional appropriations for Job Corps are divided into two cost components: 1) operating; and 2) facility Construction, Rehabilitation and Acquisition (CRA). Annual funding for operating expenses normally represents approximately 90 percent of the total Job Corps appropriation, with the CRA component usually comprising about 10 percent.

Congressional funding for operating expenses has tended to increase steadily from year-to-year, in order to cover inflationary cost increases at existing centers, as well as the operating costs of new centers that open. In contrast, funding for CRA expenses tends to vary from year to year depending on Congressional interest in major capital projects, such as the relocation of existing facilities and the acquisition and construction of facilities for new centers.

When compared to other residential training and education programs and institutions, including colleges and universities, Job Corps is on the low end of the cost scale. For example, the U.S. Department of Education's 2002 Digest of Education Statistics reports that in the 1995-1996 school year, the per-student cost (adjusted for inflation to 1999-2000 dollars) at private four-year institutions averaged \$32,578. At four-year public institutions, the per-student cost (adjusted for inflation to 1999-2000 dollars) averaged \$23,423. Based on 32 weeks of class during the year, the average daily cost per student was \$145 at the private institutions and \$105 at the public institutions. In contrast, the Job Corps daily cost per student averaged only \$87 during PY '03.

Present

60

2000

2001



2000: Average hourly wage is \$7.97 for graduates; national minimum wage is \$5.15.

2001: The Career Development Services System (CDSS) is implemented.

2000: Job Corps signs partnership agreements with HCR Manor Care and Walgreens.



2001: U.S. Department of Labor signs agreement with U.S. Department of Education, leading to the HSD Initiative, which increases Job Corps students' earning potential through the acquisition of a high school diploma.



2001: On September 11, terrorists attack New York City and Washington, DC.

OPERATING COSTS

Student Training Costs

	Million \$	Percent
Basic Education	106.4	7.7
Vocational	209.6	15.1
Social Skills Training	296.0	21.4

Support Services

	Million \$	Percent
Outreach/Admissions	57.1	4.1
Transportation	20.7	1.5
Meals & Lodging	189.0	13.7
Allowances	93.7	6.8
Workers Compensation Benefits	3.5	0.2
Medical Care	80.7	5.8
Career Transition Services	70.0	5.1

Administration/National Activities

	Million \$	Percent
Center Administration	256.7	18.6
National Engineering/Property Management		
National Data Systems		
National Curriculum Development		

SERVICE LEVELS

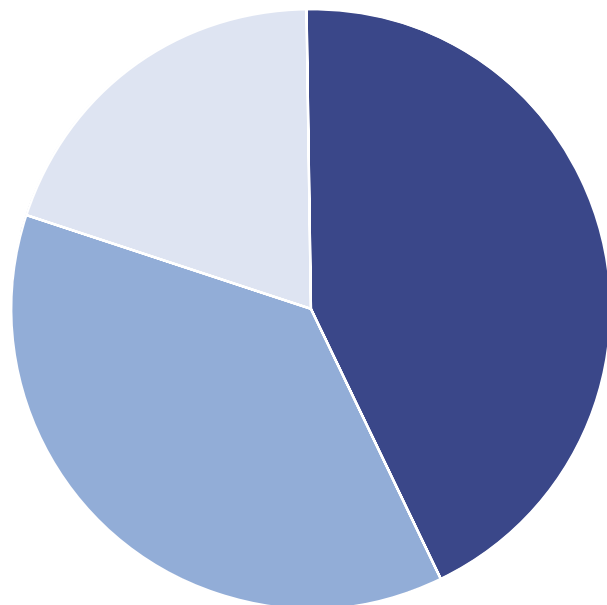
Job Corps Centers at Year End	122
Student Service Years*	43,178
New Students Enrolling	64,336
Total Terminations this Program Year	63,611
Average Length of Stay (Months)	8.3
<i>(all terminees)</i>	

Job Corps' operating costs totaled \$1,499,896,000 in PY '03, which can be broken down as shown below.

**Average annual enrollment level*

Operating Costs

44.2%	Student Training Costs
37.2%	Support Services
18.6%	Administration



2002

2001: Several Job Corps centers establish special information technology training academies. More than 5,000 staff members of Job Corps are trained to use videoconferencing systems.



2002: The Job Corps Executive Management Program is established at Minot State University in Minot, North Dakota. The program pays for tuition, books and room fees for three semesters of graduate study to prepare junior level staff for senior positions.

2003



2004: Lance Armstrong wins his 6th Tour de France.

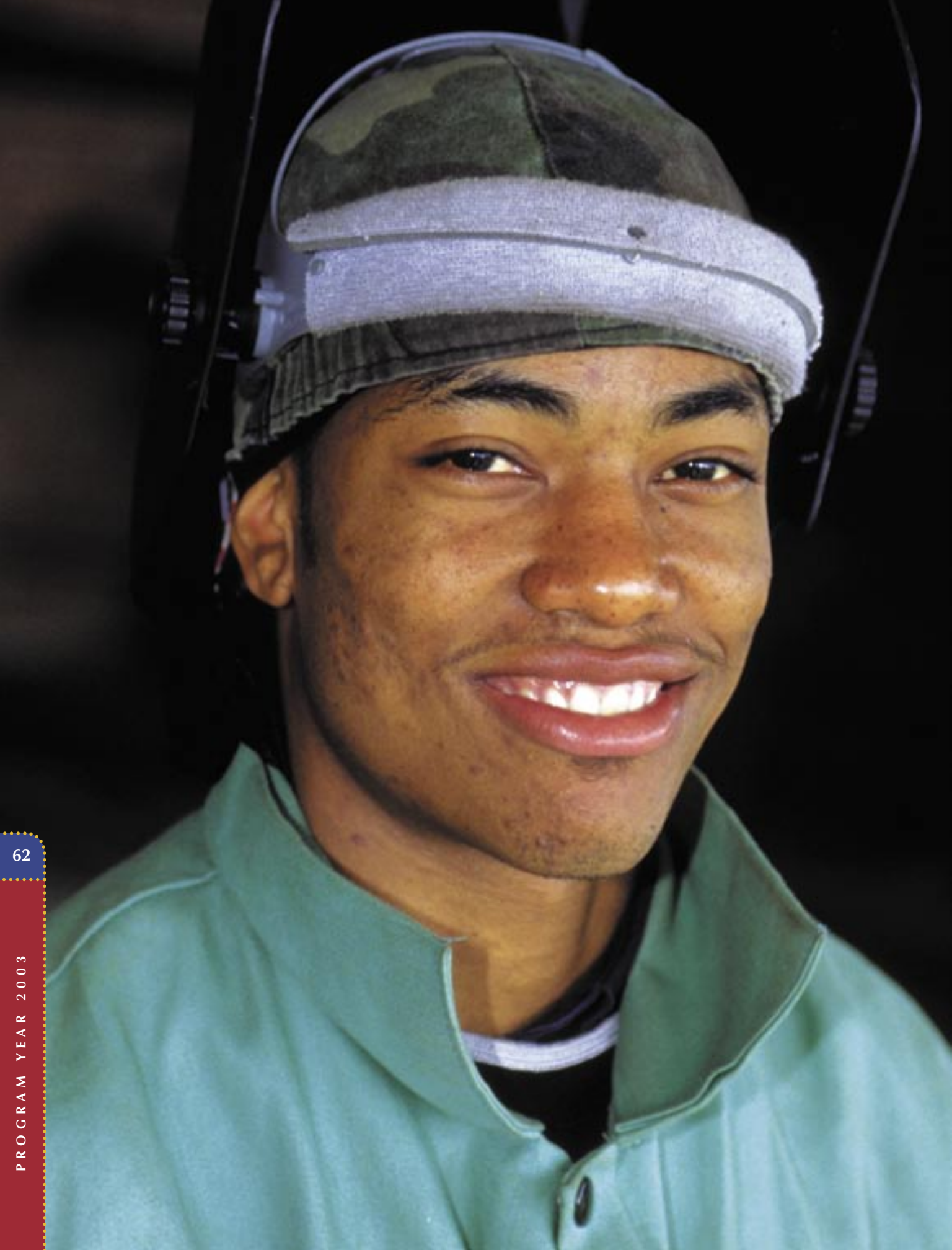


2003: Serena Williams defeats her older sister, Venus, to win the 2003 Wimbledon tournament.

2004



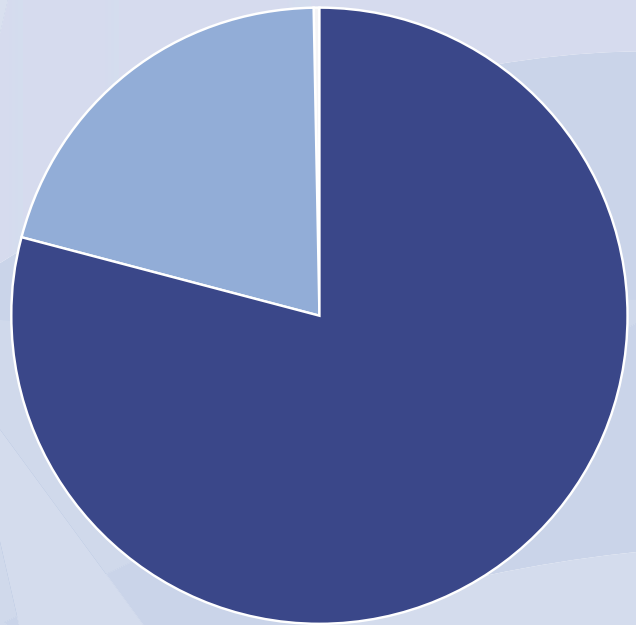
2004: Job Corps celebrates 40 years of service and has one of the highest job placement rates among the nation's job training programs.



CONSTRUCTION, REHABILITATION AND ACQUISITION EXPENSES

In Program Year 2003, DOL issued contracts for Job Corps facility construction, rehabilitation and acquisition having a total value of \$116,500,000. These contractual obligations can be categorized as follows:

	Million \$	Percent
Rehab Existing Facilities	92.1	79.1
Acquire/Construct New Centers	24.0	20.6
Relocate Centers	0.4	0.3



10-YEAR APPROPRIATION HISTORY

Program Year	Congresssional Appropriation
1994	\$1,040,469,000
1995	\$1,089,222,000
1996	\$1,093,942,000
1997	\$1,153,509,000
1998	\$1,246,217,000
1999	\$1,307,947,000
2000	\$1,357,776,000
2001	\$1,399,148,000
2002	\$1,458,732,000
2003	\$1,499,896,000

CRA Expenses

- 79.1% | Rehab Existing Facilities
- 20.6% | Acquire/Construct New Centers
- 0.3% | Relocate Centers

10-Year Appropriation History





Directories:

JOB CORPS

Center Directory

ALASKA

800 E. Lynn Martin Drive
Palmer, AK 99645
(907) 746-8800 F: (907) 746-8810
Capacity: 250
Operator: Chugach McKinley, Inc.

ALBUQUERQUE

1500 Indian School Road
Albuquerque, NM 87104
(505) 346-2562 F: (505) 346-2769
Capacity: 415
Operator: DEL-JEN

ANACONDA

1407 Foster Creek Road
Anaconda, MT 59711
(406) 563-8700 F: (406) 563-8243
Capacity: 236
Operator: USDA, FS

ANGELL

335 Blodgett Road
Yachats, OR 97498
(541) 547-3137 F: (541) 547-4236
Capacity: 216
Operator: USDA, FS

ARECIBO

P.O. Box 544
Garrochales, PR 00652-0544
(787) 881-2300 F: (787) 881-0971
Capacity: 200
Operator: ResCare/CoPR

ATLANTA

239 West Lake Avenue, N.W.
Atlanta, GA 30314
(404) 794-9512 F: (404) 794-8426
Capacity: 515
Operator: MTC

ATTERBURY

P.O. Box 187
Edinburgh, IN 46124
(812) 314-6000 F: (812) 526-9551
Capacity: 650
Operator: MTC

BAMBERG

19 Job Corps Avenue
P.O. Box 967
Bamberg, SC 29003-0967
(803) 245-5101 F: (803) 245-5915
Capacity: 220
Operator: DESI

BARRANQUITAS

P.O. Box 68
Barranquitas, PR 00794
(787) 857-1577 F: (787) 857-2262
Capacity: 260
Operator: ResCare/CoPR

BATESVILLE

821 Highway 51, South
Batesville, MS 38606
(662) 563-4656 F: (662) 563-0659
Capacity: 300
Operator: MINACT

BLACKWELL

4155 County Highway H
Laona, WI 54541
(715) 674-2311 F: (715) 674-7640
Capacity: 205
Operator: USDA, FS

BLUE RIDGE

245 W. Main Street
Marion, VA 24354
(276) 783-7221 F: (276) 783-1751
Capacity: 200
Operator: ResCare

BOXELDER

22023 Job Corps Place
Nemo, SD 57759
(605) 578-2371 F: (605) 578-1157
Capacity: 208
Operator: USDA, FS

BROOKLYN

(Satellite of So. Bronx)
585 DeKalb Avenue
Brooklyn, NY 11205
(718) 623-4000 F: (718) 623-9626
Capacity: 210
Operator: ResCare

BRUNSWICK

4401 Glynco Parkway
Brunswick, GA 31525
(912) 264-8843 F: (912) 267-7192
Capacity: 400
Operator: MTC

CARL D. PERKINS

478 Meadows Branch Road
Prestonsburg, KY 41653
(606) 886-1037 F: (606) 886-6048
Capacity: 280
Operator: DESI

CARVILLE

5465 Point Clair Road
Carville, LA 70721
(225) 642-0699 F: (225) 642-3098
Capacity: 200
Operator: MINACT

CASCADES

7782 Northern State Road
P.O. Box 819
Sedro Woolley, WA 98284-8241
(360) 854-3400 F: (360) 854-2227
Capacity: 327
Operator: MTC

CASS

21424 N. Highway 23
Ozark, AR 72949
(479) 667-3686 F: (479) 667-3989
Capacity: 224
Operator: USDA, FS

CASSADAGA

8115 Glasgow Road
Cassadaga, NY 14718-9619
(716) 595-8760 F: (716) 595-4396
Capacity: 270
Operator: CSDC

CENTENNIAL

3201 Ridgecrest Drive
Nampa, ID 83687
(208) 442-4500 F: (208) 442-4506
Capacity: 300
Operator: USDI, BurRec

CHARLESTON

1000 Kennawa Drive
Charleston, WV 25311
(304) 925-3200 F: (304) 925-7127
Capacity: 400
Operator: MTC

CINCINNATI

1409 Western Avenue
Cincinnati, OH 45214
(513) 651-2000 F: (513) 651-2004
Capacity: 225
Operator: MTC

CLEARFIELD

20 W. 1700 South Antelope Drive
P.O. Box 160070
Clearfield, UT 84016-0070
(801) 774-4000 F: (801) 774-4135
Capacity: 1,320
Operator: MTC

CLEVELAND

10660 Carnegie Avenue
Cleveland, OH 44106
(216) 795-8700 F: (216) 721-9518
Capacity: 320
Operator: ATSI

COLLBRAN

57608 Highway 330
Collbran, CO 81624-9702
(970) 487-3576 F: (970) 487-3823
Capacity: 200
Operator: USDI, BurRec

COLUMBIA BASIN

6739 24th Street
Building 2402
Moses Lake, WA 98837-3246
(509) 793-1630 F: (509) 793-1758
Capacity: 250
Operator: USDI, BurRec

CURLEW

3 Campus Street
Curlew, WA 99118
(509) 779-4611 F: (509) 779-0718
Capacity: 198
Operator: USDA, FS

DAVID L. CARRASCO

11155 Gateway West
El Paso, TX 79935
(915) 594-0022 F: (915) 591-0166
Capacity: 415
Operator: TEF

DAYTON

3849 Germantown Pike
Dayton, OH 45418
(937) 268-6571 F: (937) 267-3822
Capacity: 300
Operator: MTC

DELAWARE VALLEY

9368 State Route 97
P.O. Box 846
Callicoon, NY 12723-0846
(845) 887-5400 F: (845) 887-4762
Capacity: 396
Operator: DESI

DENISON

10 Opportunity Drive
P.O. Box 610
Denison, IA 51442
(712) 263-4192 F: (712) 263-6910
Capacity: 300
Operator: MTC

DETROIT

11801 Woodrow Wilson Street
Detroit, MI 48206
(313) 852-0300 F: (313) 865-8791
Capacity: 280
Operator: ATSI

EARLE C. CLEMENTS

2302 U.S. Highway 60 East
Morganfield, KY 42437
(270) 389-2419 F: (270) 389-1134
Capacity: 1,630
Operator: CSD/DJI Joint
Venture

EDISON

500 Plainfield Avenue
Edison, NJ 08817
(732) 985-4800 F: (732) 985-8551
Capacity: 530
Operator: ResCare

EXETER

162 Main Street
Exeter, RI 02822
(401) 294-9205 F: (401) 294-0471
Capacity: 200
Operator: Adams

EXCELSIOR SPRINGS

701 St. Louis Avenue
Excelsior Springs, MO 64024
(816) 630-5501 F: (816) 637-1806
Capacity: 495
Operator: MINACT

FLATWOODS

2803 Dungannon Road
Coeburn, VA 24230-5914
(276) 395-3384 F: (276) 395-2043
Capacity: 224
Operator: USDA, FS

FLINT/GENESEE

2400 North Saginaw Street
Flint, MI 48505
(810) 232-9102 F: (810) 232-6835
Capacity: 330
Operator: Alutiiq Professional
Services, LLC

FLINT HILLS

4620 Eureka Drive
Manhattan, KS 66503-8488
(785) 537-7222 F: (785) 537-9517
Capacity: 250
Operator: MTC

FORT SIMCOE

40 Abella Lane
White Swan, WA 98952
(509) 874-2244 F: (509) 874-2342
Capacity: 224
Operator: USDI, BurRec

FRED G. ACOSTA

901 South Campbell Avenue
Tucson, AZ 85719-6596
(520) 792-3015 F: (520) 628-1552
Capacity: 300
Operator: ResCare

FRENCHBURG

HCR 68 - Box 2170, Highway 77
Mariba, KY 40322
(606) 768-2111 F: (606) 768-3080
Capacity: 168
Operator: USDA, FS

GADSDEN

600 Valley Street
Gadsden, AL 35901
(256) 547-6222 F: (256) 547-9040
Capacity: 286
Operator: Adams

GAINESVILLE

5301 N.E. 40th Terrace
Gainesville, FL 32609-1670
(352) 377-2555 F: (352) 374-8257
Capacity: 350
Operator: DEL-JEN

GARY

2800 Airport Highway 21
P.O. Box 967
San Marcos, TX 78667
(512) 396-6652 F: (512) 396-6666
Capacity: 1,900
Operator: MTC

GERALD FORD GRAND RAPIDS

110 Hall Street, S.E.
Grand Rapids, MI 49507
(616) 243-6877 F: (616) 243-1701
Capacity: 270
Operator: MINACT

GLENMONT

822 River Road
P.O. Box 993
Glenmont, NY 12077-0993
(518) 767-9371 F: (518) 767-2106
Capacity: 340
Operator: CSDC

GOLCONDA

Rural Route 1, Box 104A
Golconda, IL 62938
(618) 285-6601 F: (618) 285-5296
Capacity: 230
Operator: USDA, FS

GRAFTON

100 Pine Street
North Grafton, MA 01536
(508) 839-6904 F: (508) 839-9781
Capacity: 300
Operator: Adams

GREAT ONYX

3115 Ollie Ridge Road
Mammoth Cave, KY 42259-9801
(270) 286-4514 F: (270) 286-1120
Capacity: 214
Operator: USDI, NPS

GULFPORT

3300 - 20th Street
Gulfport, MS 39501
(228) 864-9691 F: (228) 865-0154
Capacity: 280
Operator: DESI

GUTHRIE

3106 W. University
Guthrie, OK 73044
(405) 282-9930 F: (405) 282-9501
Capacity: 650
Operator: ResCare

HARPERS FERRY

237 Job Corps Road
Harpers Ferry, WV 25425
(304) 728-5702 F: (304) 728-8200
Capacity: 210
Operator: USDI, NPS

HARTFORD

100 William "Shorty"
Campbell Street
Hartford, CT 06106
(860) 953-7201 F: (860) 953-7216
Capacity: 200
Operator: EMC/Adams

HAWAII

41-467 Hihimanu Street
Waimanalo, HI 96795
(808) 259-6010 F: (808) 259-7907
Capacity: 362
Operator: PacEdFound

HOMESTEAD

12350 S.W. 285th Street
Homestead, FL 33033
(305) 257-4800 F: (305) 257-3920
Capacity: 496
Operator: ResCare

HUBERT H. HUMPHREY

1480 North Snelling Avenue
St. Paul, MN 55108
(651) 642-1133 F: (651) 642-0123
Capacity: 290
Operator: CSDC

INDYPENDENCE

(Satellite of Atterbury)
222 E. Ohio Street, Suite 300
Indianapolis, IN 46204
(317) 524-6788 F: (317) 524-6798
Capacity: 100
Operator: MTC

INLAND EMPIRE

3173 Kerry Street
San Bernardino, CA 92405
(909) 887-6305 F: (909) 887-8635
Capacity: 310
Operator: MTC

IROQUOIS

11780 Tibbets Road
Medina, NY 14103
(585) 798-7000 F: (585) 798-7046
Capacity: 255
Operator: Satellite Services

JACKSONVILLE

4811 Payne Stewart Drive
Jacksonville, FL 32209
(904) 360-8200 F: (904) 632-5498
Capacity: 300
Operator: DESI

JACOBS CREEK

984 Denton Valley Road
Bristol, TN 37620
(423) 878-4021 F: (423) 878-7034
Capacity: 224
Operator: USDA, FS

JOLIET

1101 Mills Road
Joliet, IL 60433
(815) 727-7677 F: (815) 723-7052
Capacity: 280
Operator: Adams

KANSAS CITY

(Satellite of Excelsior Springs)
2402 Swope Parkway
Kansas City, MO 64130
(816) 861-2353 F: (816) 861-4337
Capacity: 126
Operator: MINACT

KEYSTONE

Foothills Drive
P.O. Box 37
Drums, PA 18222
(570) 788-1164 F: (570) 788-1119
Capacity: 600
Operator: MTC

KICKING HORSE

2000 Mollman Pass Trail, Route 2
Ronan, MT 59864
(406) 644-2217 F: (406) 644-2343
Capacity: 224
Operator: Confed Tribes

KITTRELL

1096 Highway U.S. 1 South
P.O. Box 278
Kittrell, NC 27544
(252) 438-6161 F: (252) 492-9630
Capacity: 350
Operator: MTC

LAREDO

1701 Island Street
P.O. Box 1819
Laredo, TX 78044-1819
(956) 727-5148 F: (956) 727-1937
Capacity: 250
Operator: ResCare

LITTLE ROCK

2020 Vance Street
Little Rock, AR 72206
(501) 376-4600 F: (501) 376-6152
Capacity: 200
Operator: DEL-JEN

LONG BEACH

1903 Santa Fe Avenue
Long Beach, CA 90810-4050
(562) 983-1777 F: (562) 983-0053
Capacity: 300
Operator: ICI

LORING

36 Montana Road
Limestone, ME 04750-6107
(207) 328-4212 F: (207) 328-4219
Capacity: 380
Operator: TDC

LOS ANGELES

1106 S. Broadway
Los Angeles, CA 90015
(213) 748-0135 F: (213) 748-6053
Capacity: 735
Operator: YWCA of LA

LYNDON B. JOHNSON

3170 Wayah Road
Franklin, NC 28734
(828) 524-4446 F: (828) 369-7338
Capacity: 205
Operator: USDA, FS

MEMPHIS

1555 McAlister Drive
Memphis, TN 38116
(901) 396-2800 F: (901) 396-8712
Capacity: 312
Operator: MINACT

MIAMI

3050 N.W. 183rd Street
Carol City, FL 33056
(305) 626-7800 F: (305) 626-7857
Capacity: 300
Operator: ResCare

MINGO

4253 State Highway T
Puxico, MO 63960
(573) 222-3537 F: (573) 222-2680
Capacity: 224
Operator: USDI, FWS

MISSISSIPPI

400 Harmony Road
P.O. Box 817
Crystal Springs, MS 39059
(601) 892-3348 F: (601) 892-3719
Capacity: 405
Operator: DEL-JEN

MONTGOMERY

1145 Air Base Boulevard
Montgomery, AL 36108
(334) 262-8883 F: (334) 265-2339
Capacity: 322
Operator: DESI

MUHLENBERG

3875 State Route, Highway 181 N
Greenville, KY 42345
(270) 338-5460 F: (270) 338-3615
Capacity: 405
Operator: Horizons

NEW HAVEN

455 Wintergreen Avenue
New Haven, CT 06515
(203) 397-3775 F: (203) 392-0299
Capacity: 200
Operator: CSDC

NEW ORLEANS

3801 Hollygrove Street
New Orleans, LA 70118
(504) 486-0641 F: (504) 486-0823
Capacity: 225
Operator: CSDC

NORTH TEXAS

1701 N. Church Street
McKinney, TX 75069
(972) 542-2623 F: (972) 547-7703
Capacity: 650
Operator: Cube Corporation

NORTHLANDS

100A MacDonough Drive
Vergennes, VT 05491
(802) 877-2922 F: (802) 877-0394
Capacity: 280
Operator: CSDC

OCONALUFTEE

502 Oconaluftee Job Corps Road
Cherokee, NC 28719
(828) 497-5411 F: (828) 497-8079
Capacity: 210
Operator: USDI, NPS

OLD DOMINION

1073 Father Judge Road
Monroe, VA 24574
(434) 929-4081 F: (434) 929-3511
Capacity: 350
Operator: ResCare

ONEONTA

21 Homer Folks Avenue
Oneonta, NY 13820
(607) 433-2111 F: (607) 433-1629
Capacity: 370
Operator: KRA Corporation

OUACHITA

570 Job Corps Road
Royal, AR 71968
(501) 767-2707 F: (501) 321-3798
Capacity: 224
Operator: USDA, FS

PAUL SIMON CHICAGO

3348 South Kedzie Avenue
Chicago, IL 60623
(773) 890-3100 F: (773) 847-9823
Capacity: 354
Operator: MTC

PENOBSCOT

1375 Union Street
Bangor, ME 04401
(207) 990-3000 F: (207) 942-9829
Capacity: 346
Operator: TDC

PHILADELPHIA

4601 Market Street
Philadelphia, PA 19139
(215) 471-9693 F: (215) 747-8552
Capacity: 355
Operator: MTC

PHOENIX

518 South Third Street
Phoenix, AZ 85004
(602) 254-5921 F: (602) 340-1965
Capacity: 415
Operator: ResCare

PINE KNOT

U.S. Highway 27
P.O. Box 1990
Pine Knot, KY 42635-1990
(606) 354-2176 F: (606) 354-2170
Capacity: 224
Operator: USDA, FS

PINE RIDGE

15710 Highway 385
Chadron, NE 69337
(308) 432-3316 F: (308) 432-4145
Capacity: 224
Operator: USDA, FS

PITTSBURGH

7175 Highland Drive
Pittsburgh, PA 15206
(412) 441-8700 F: (412) 441-1586
Capacity: 850
Operator: ResCare

PIVOT

(Satellite of Springdale)
2508 N.E. Everett, Room 107A
Portland, OR 97232
(503) 916-6170 F: (503) 916-2710
Capacity: 50
Operator: MTC

POTOMAC

#1 D.C. Village Lane, S.W.
Washington, DC 20032
(202) 574-5000 F: (202) 373-3181
Capacity: 480
Operator: Eagle Group

QUENTIN BURDICK

1500 University Avenue West
Minot, ND 58703
(701) 857-9600 F: (701) 838-9979
Capacity: 250
Operator: MINACT

RAMEY

P.O. Box 250463
Aguadilla, PR 00604-0463
(787) 890-2030 F: (787) 890-4749
Capacity: 335
Operator: ResCare/CoPR

RED ROCK

Route 487 North
P.O. Box 218
Lopez, PA 18628
(570) 477-2221 F: (570) 477-3046
Capacity: 318
Operator: MTC

ROSWELL

57 G Street
Roswell, NM 88203
(505) 347-5414 F: (505) 347-2243
Capacity: 225
Operator: CSS

SACRAMENTO

3100 Meadowview Road
Sacramento, CA 95832-1498
(916) 394-0770 F: (916) 394-0751
Capacity: 477
Operator: CSDC

SAN DIEGO

1325 Iris Avenue
Building #60
Imperial Beach, CA 95832
(619) 429-8500 F: (619) 429-4909
Capacity: 635
Operator: CSDC

SAN JOSE

3485 East Hills Drive
San Jose, CA 95127-2790
(408) 254-5627 F: (408) 254-5663
Capacity: 440
Operator: CSDC

SCHENCK

98 Schenck Drive
Pisgah Forest, NC 28768
(828) 862-6100 F: (828) 811-3800
Capacity: 224
Operator: USDA, FS

SHREVEPORT

2815 Lillian Street
Shreveport, LA 71109
(318) 227-9331 F: (318) 222-0768
Capacity: 350
Operator: MINACT

SHRIVER

270 Jackson Road
Devens, MA 01434
(978) 772-7933 F: (978) 784-2721
Capacity: 300
Operator: Adams

SIERRA NEVADA

5005 Echo Avenue
Reno, NV 89506-1225
(775) 789-1000 F: (775) 789-1098
Capacity: 570
Operator: MTC

SOUTH BRONX

1771 Andrews Avenue
Bronx, NY 10453
(718) 731-7702 F: (718) 731-3543
Capacity: 275
Operator: ResCare

SPRINGDALE

31224 E. Historic Columbia
River Highway
Troutdale, OR 97060
(503) 695-2245 F: (503) 695-2254
Capacity: 165
Operator: MTC

ST. LOUIS

4333 Goodfellow Boulevard
St. Louis, MO 63120
(314) 679-6200 F: (314) 383-5717
Capacity: 604
Operator: MINACT

TALKING LEAVES

5700 Bald Hill Road
P.O. Box 1066
Tahlequah, OK 74465
(918) 456-9959 F: (918) 456-1270
Capacity: 250
Operator: CNO

TIMBER LAKE

59868 East Highway 224
Estacada, OR 97023
(503) 834-2291 F: (503) 834-2333
Capacity: 234
Operator: USDA, FS

TONGUE POINT

37573 Old Highway 30
Astoria, OR 97103-7000
(503) 325-2131 F: (503) 325-5375
Capacity: 540
Operator: MTC

TRAPPER CREEK

5139 West Fork Road
Darby, MT 59829
(406) 821-3286 F: (406) 821-3290
Capacity: 224
Operator: USDA, FS

TREASURE ISLAND

655 H Avenue
Building 442
San Francisco, CA 94130-5027
(415) 277-2400 F: (415) 705-1776
Capacity: 800
Operator: ResCare

TREASURE LAKE

1111 Indianoma Road
Indianoma, OK 73552
(580) 246-3203 F: (580) 246-8222
Capacity: 236
Operator: USDI, FWS

TULSA

1133 N. Lewis Avenue
Tulsa, OK 74410
(918) 585-9111 F: (918) 592-2430
Capacity: 300
Operator: ResCare

TURNER

2000 Schilling Avenue
Albany, GA 31705
(229) 883-8500 F: (229) 434-0383
Capacity: 930
Operator: ETR

WEBER BASIN

7400 S. Cornia Drive
Ogden, UT 84405
(801) 479-9806 F: (801) 476-5985
Capacity: 224
Operator: USDI, BurRec

WESTOVER

103 Johnson Drive
Chicopee, MA 01022
(413) 593-5731 F: (413) 593-5170
Capacity: 555
Operator: MTC

WHITNEY M. YOUNG JR.

8460 Shelbyville Road
Simpsonville, KY 40067
(502) 722-8862 F: (502) 722-3601
Capacity: 400
Operator: EMC

WILMINGTON

9 Vandever Avenue
Wilmington, DE 19802
(302) 575-1710 F: (302) 575-1713
Capacity: 150
Operator: MTC

WOLF CREEK

2010 Opportunity Lane
Glide, OR 97443
(541) 496-3507 F: (541) 496-8515
Capacity: 231
Operator: USDA, FS

WOODLAND

3300 Fort Meade Road
Laurel, MD 20724
(301) 725-7900 F: (301) 497-8978
Capacity: 300
Operator: Adams

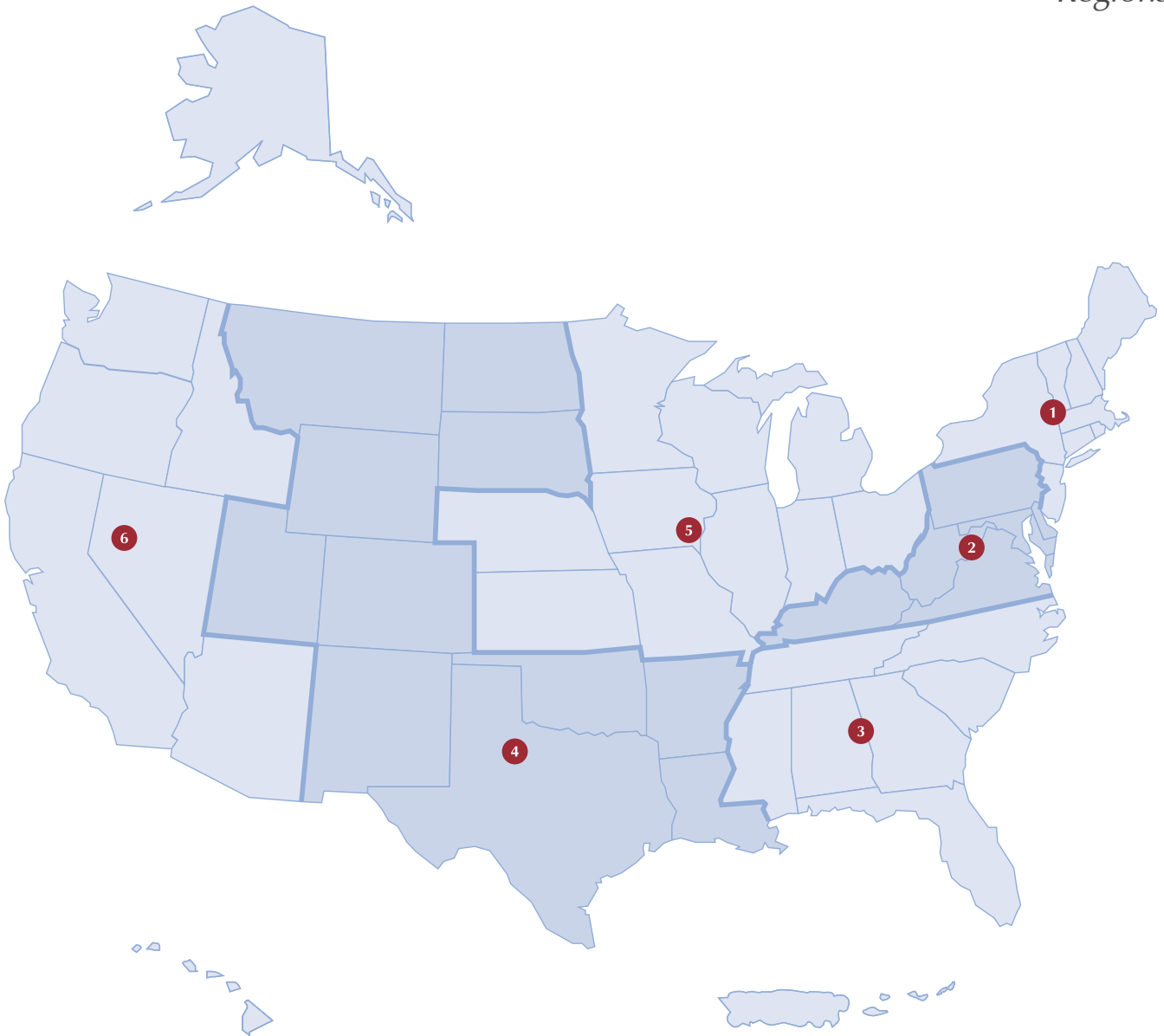
WOODSTOCK

10900 Old Court Road
Woodstock, MD 21163
(410) 461-1100 F: (410) 461-5794
Capacity: 505
Operator: Adams

*Capacity is the long-term, facility design capacity. Current capacity may vary due to construction/renovation projects.
(Current September 2004)*

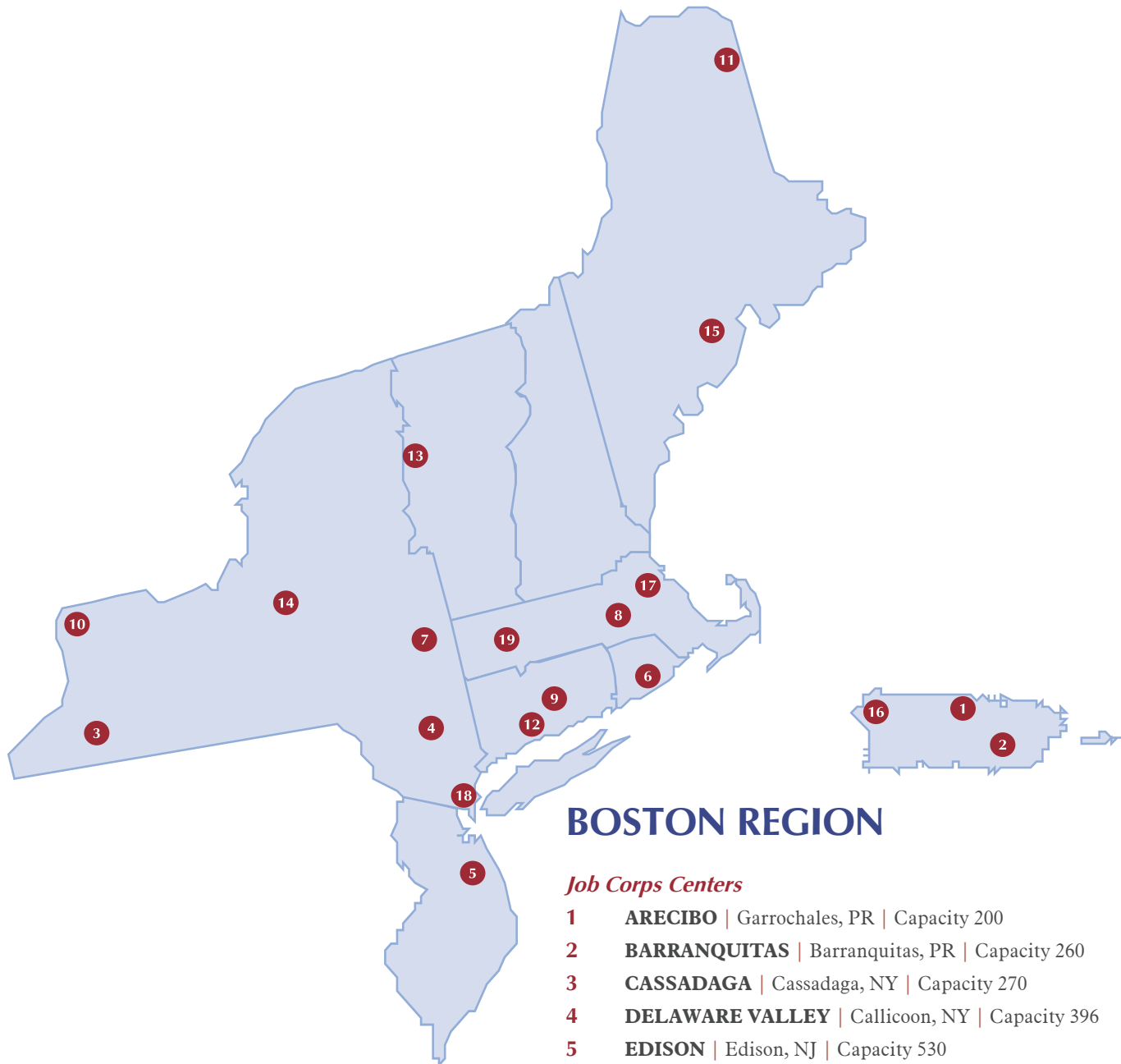
JOB CORPS

Regions



Job Corps Regions

- 1 BOSTON REGION**
- 2 PHILADELPHIA REGION**
- 3 ATLANTA REGION**
- 4 DALLAS REGION**
- 5 CHICAGO REGION**
- 6 SAN FRANCISCO REGION**



BOSTON REGION

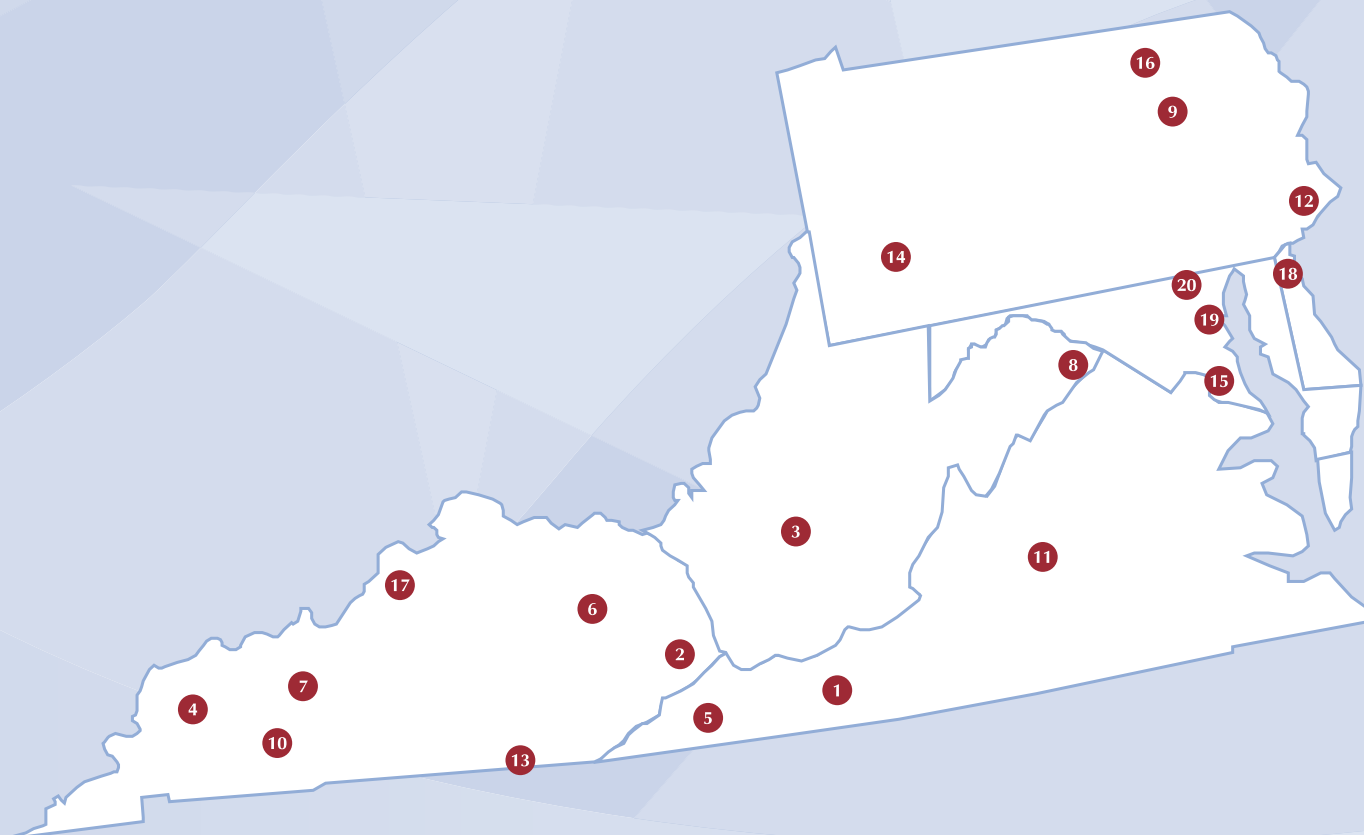
Job Corps Centers

- 1 ARECIBO** | Garrochales, PR | Capacity 200
- 2 BARRANQUITAS** | Barranquitas, PR | Capacity 260
- 3 CASSADAGA** | Cassadaga, NY | Capacity 270
- 4 DELAWARE VALLEY** | Callicoon, NY | Capacity 396
- 5 EDISON** | Edison, NJ | Capacity 530
- 6 EXETER** | Exeter, RI | Capacity 200
- 7 GLENMONT** | Glenmont, NY | Capacity 340
- 8 GRAFTON** | North Grafton, MA | Capacity 300
- 9 HARTFORD** | Hartford, CT | Capacity 200 (*Future Center*)
- 10 IROQUOIS** | Medina, NY | Capacity 255
- 11 LORING** | Limestone, ME | Capacity 380
- 12 NEW HAVEN** | New Haven, CT | Capacity 200
- 13 NORTHLANDS** | Vergennes, VT | Capacity 280
- 14 ONEONTA** | Oneonta, NY | Capacity 370
- 15 PENOBSCOT** | Bangor, ME | Capacity 346
- 16 RAMEY** | Aguadilla, PR | Capacity 335
- 17 SHRIVER** | Devens, MA | Capacity 300
- 18 SOUTH BRONX/BROOKLYN** | Bronx, NY | Capacity 485
- 19 WESTOVER** | Chicopee, MA | Capacity 555

PHILADELPHIA REGION

Job Corps Centers

- 1 **BLUE RIDGE** | Marion, VA | Capacity 200
- 2 **CARL D. PERKINS** | Prestonsburg, KY | Capacity 280
- 3 **CHARLESTON** | Charleston, WV | Capacity 400
- 4 **EARLE C. CLEMENTS** | Morganfield, KY | Capacity 1,630
- 5 **FLATWOODS** | Coeburn, VA | Capacity 224
- 6 **FRENCHBURG** | Mariba, KY | Capacity 168
- 7 **GREAT ONYX** | Mammoth Cave, KY | Capacity 214
- 8 **HARPERS FERRY** | Harpers Ferry, WV | Capacity 210
- 9 **KEYSTONE** | Drums, PA | Capacity 600
- 10 **MUHLENBERG** | Greenville, KY | Capacity 405
- 11 **OLD DOMINION** | Monroe, VA | Capacity 350
- 12 **PHILADELPHIA** | Philadelphia, PA | Capacity 355
- 13 **PINE KNOT** | Pine Knot, KY | Capacity 224
- 14 **PITTSBURGH** | Pittsburgh, PA | Capacity 850
- 15 **POTOMAC** | Washington, DC | Capacity 480
- 16 **RED ROCK** | Lopez, PA | Capacity 318
- 17 **WHITNEY M. YOUNG, JR.** | Simpsonville, KY | Capacity 400
- 18 **WILMINGTON** | Wilmington, DE | Capacity 150
- 19 **WOODLAND** | Laurel, MD | Capacity 300
- 20 **WOODSTOCK** | Woodstock, MD | Capacity 505

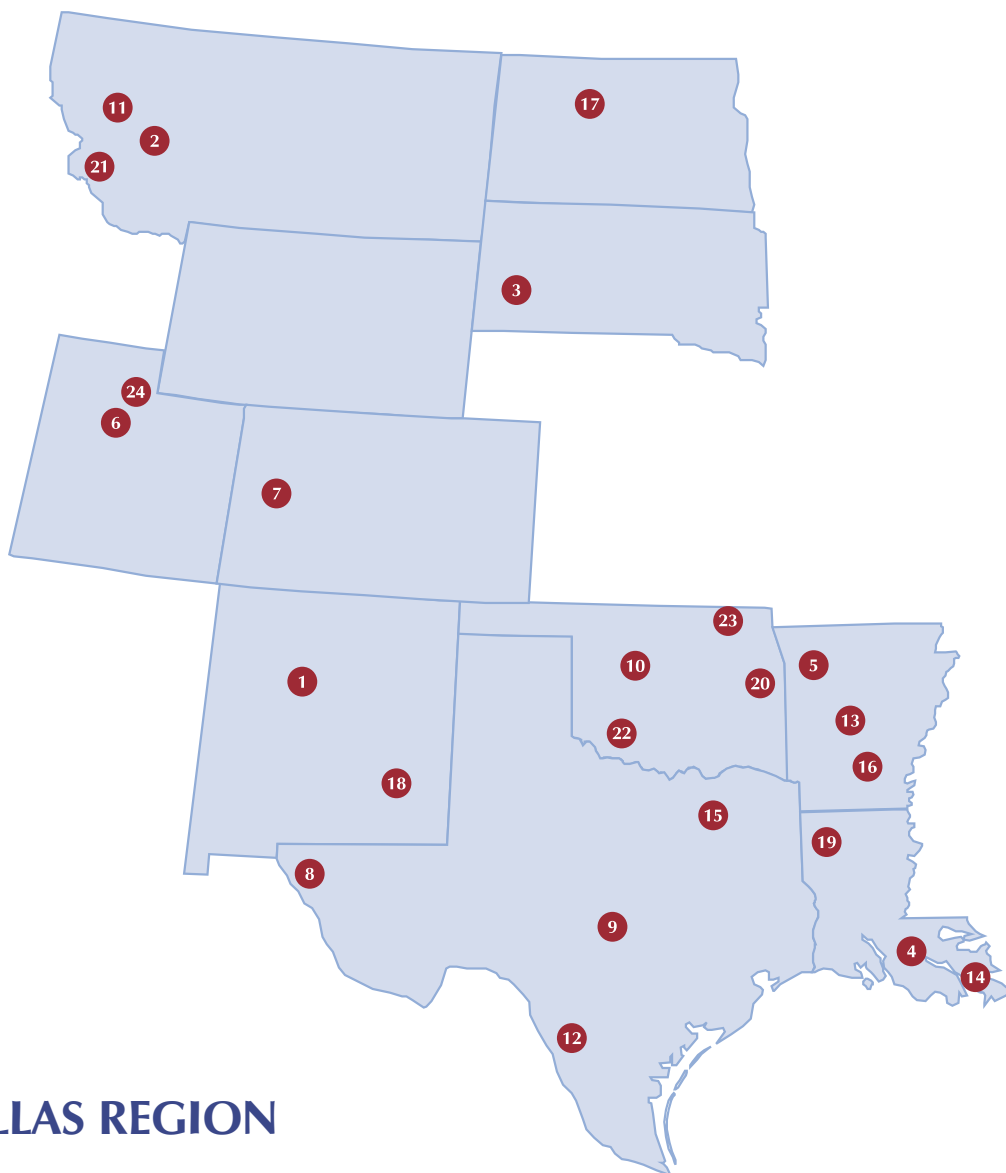




ATLANTA REGION

Job Corps Centers

- 1 **ATLANTA** | Atlanta, GA | Capacity 515
- 2 **BAMBERG** | Bamberg, SC | Capacity 220
- 3 **BATESVILLE** | Batesville, MS | Capacity 300
- 4 **BRUNSWICK** | Brunswick, GA | Capacity 400
- 5 **GADSDEN** | Gadsden, AL | Capacity 286
- 6 **GAINESVILLE** | Gainesville, FL | Capacity 350
- 7 **GULFPORT** | Gulfport, MS | Capacity 280
- 8 **HOMESTEAD** | Homestead, FL | Capacity 496
- 9 **JACKSONVILLE** | Jacksonville, FL | Capacity 300
- 10 **JACOBS CREEK** | Bristol, TN | Capacity 224
- 11 **KITTRELL** | Kittrell, NC | Capacity 350
- 12 **LYNDON B. JOHNSON** | Franklin, NC | Capacity 205
- 13 **MEMPHIS** | Memphis, TN | Capacity 312
- 14 **MIAMI** | Carol City, FL | Capacity 300
- 15 **MISSISSIPPI** | Crystal Springs, MS | Capacity 405
- 16 **MONTGOMERY** | Montgomery, AL | Capacity 322
- 17 **OCONALUFTEE** | Cherokee, NC | Capacity 210
- 18 **SCHENCK** | Pisgah Forest, NC | Capacity 224
- 19 **TURNER** | Albany, GA | Capacity 930



DALLAS REGION

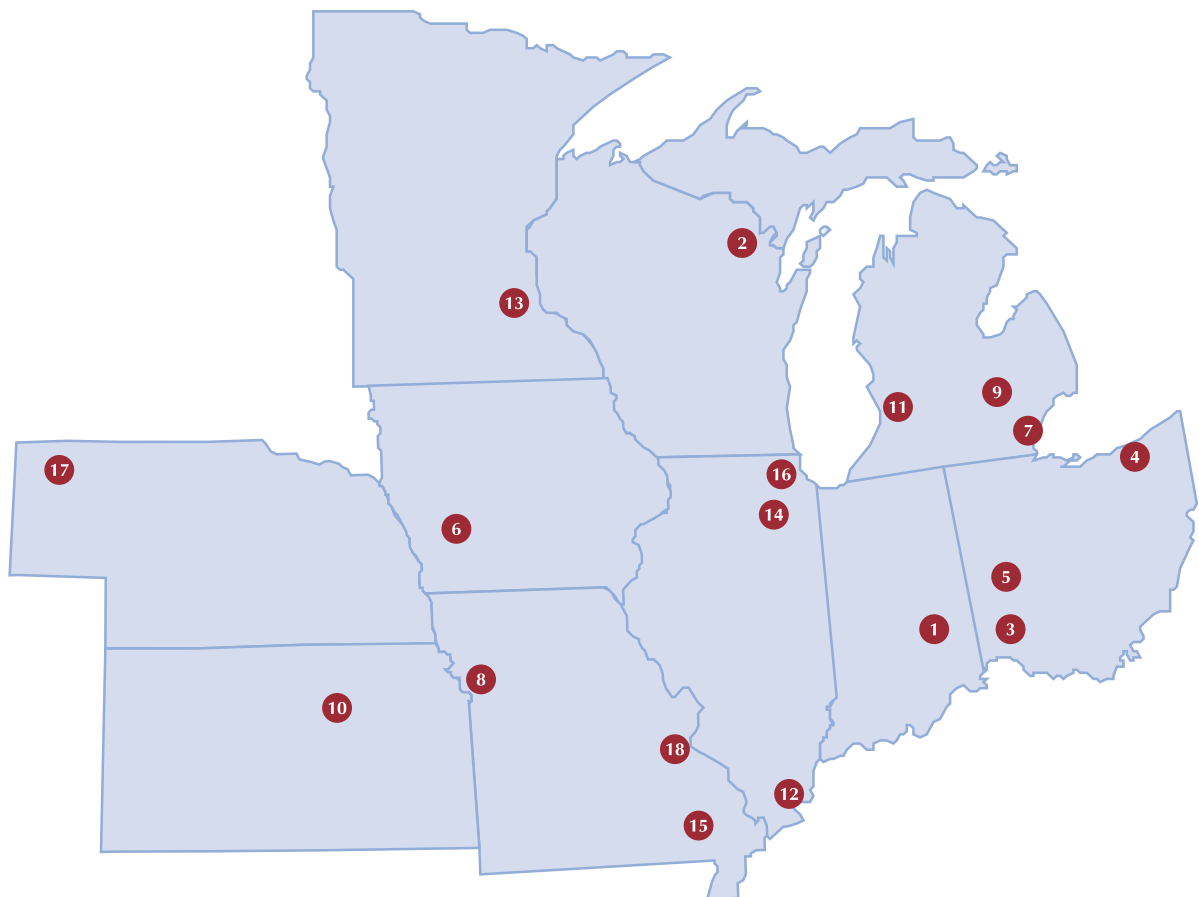
Job Corps Centers

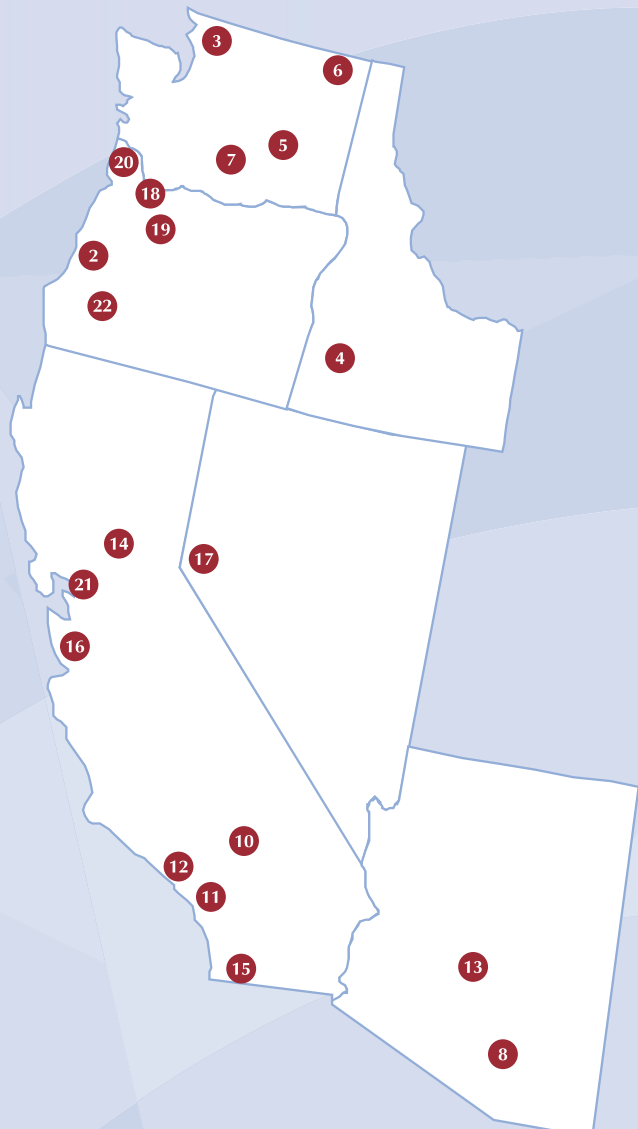
- | | |
|--|---|
| 1 ALBUQUERQUE Albuquerque, NM Capacity 415 | 13 LITTLE ROCK Little Rock, AR Capacity 200 |
| 2 ANACONDA Anaconda, MT Capacity 236 | 14 NEW ORLEANS New Orleans, LA Capacity 225 |
| 3 BOXELDER Nemo, SD Capacity 208 | 15 NORTH TEXAS McKinney, TX Capacity 650 |
| 4 CARVILLE Carville, LA Capacity 200 | 16 OUACHITA Royal, AR Capacity 224 |
| 5 CASS Ozark, AR Capacity 224 | 17 QUENTIN BURDICK Minot, ND Capacity 250 |
| 6 CLEARFIELD Clearfield, UT Capacity 1,320 | 18 ROSWELL Roswell, NM Capacity 225 |
| 7 COLLBRAN Collbran, CO Capacity 200 | 19 SHREVEPORT Shreveport, LA Capacity 350 |
| 8 DAVID L. CARRASCO El Paso, TX Capacity 415 | 20 TALKING LEAVES Tahlequah, OK Capacity 250 |
| 9 GARY San Marcos, TX Capacity 1,900 | 21 TRAPPER CREEK Darby, MT Capacity 224 |
| 10 GUTHRIE Guthrie, OK Capacity 650 | 22 TREASURE LAKE Indianahoma, OK Capacity 236 |
| 11 KICKING HORSE Ronan, MT Capacity 224 | 23 TULSA Tulsa, OK Capacity 300 |
| 12 LAREDO Laredo, TX Capacity 250 | 24 WEBER BASIN Ogden, UT Capacity 224 |

CHICAGO REGION

Job Corps Centers

- 1 **ATTERBURY/INDYPENDENCE** | Edinburgh, IN | Capacity 750
- 2 **BLACKWELL** | Laona, WI | Capacity 205
- 3 **CINCINNATI** | Cincinnati, OH | Capacity 225
- 4 **CLEVELAND** | Cleveland, OH | Capacity 320
- 5 **DAYTON** | Dayton, OH | Capacity 300
- 6 **DENISON** | Denison, IA | Capacity 300
- 7 **DETROIT** | Detroit, MI | Capacity 280
- 8 **EXCELSIOR SPRINGS/KANSAS CITY** | Excelsior Springs, MO | Capacity 621
- 9 **FLINT/GENESEE** | Flint, MI | Capacity 330
- 10 **FLINT HILLS** | Manhattan, KS | Capacity 250
- 11 **GERALD FORD GRAND RAPIDS** | Grand Rapids, MI | Capacity 270
- 12 **GOLCONDA** | Golconda, IL | Capacity 230
- 13 **HUBERT H. HUMPHREY** | St. Paul, MN | Capacity 290
- 14 **JOLIET** | Joliet, IL | Capacity 280
- 15 **MINGO** | Puxico, MO | Capacity 224
- 16 **PAUL SIMON CHICAGO** | Chicago, IL | Capacity 354
- 17 **PINE RIDGE** | Chadron, NE | Capacity 224
- 18 **ST. LOUIS** | St. Louis, MO | Capacity 604





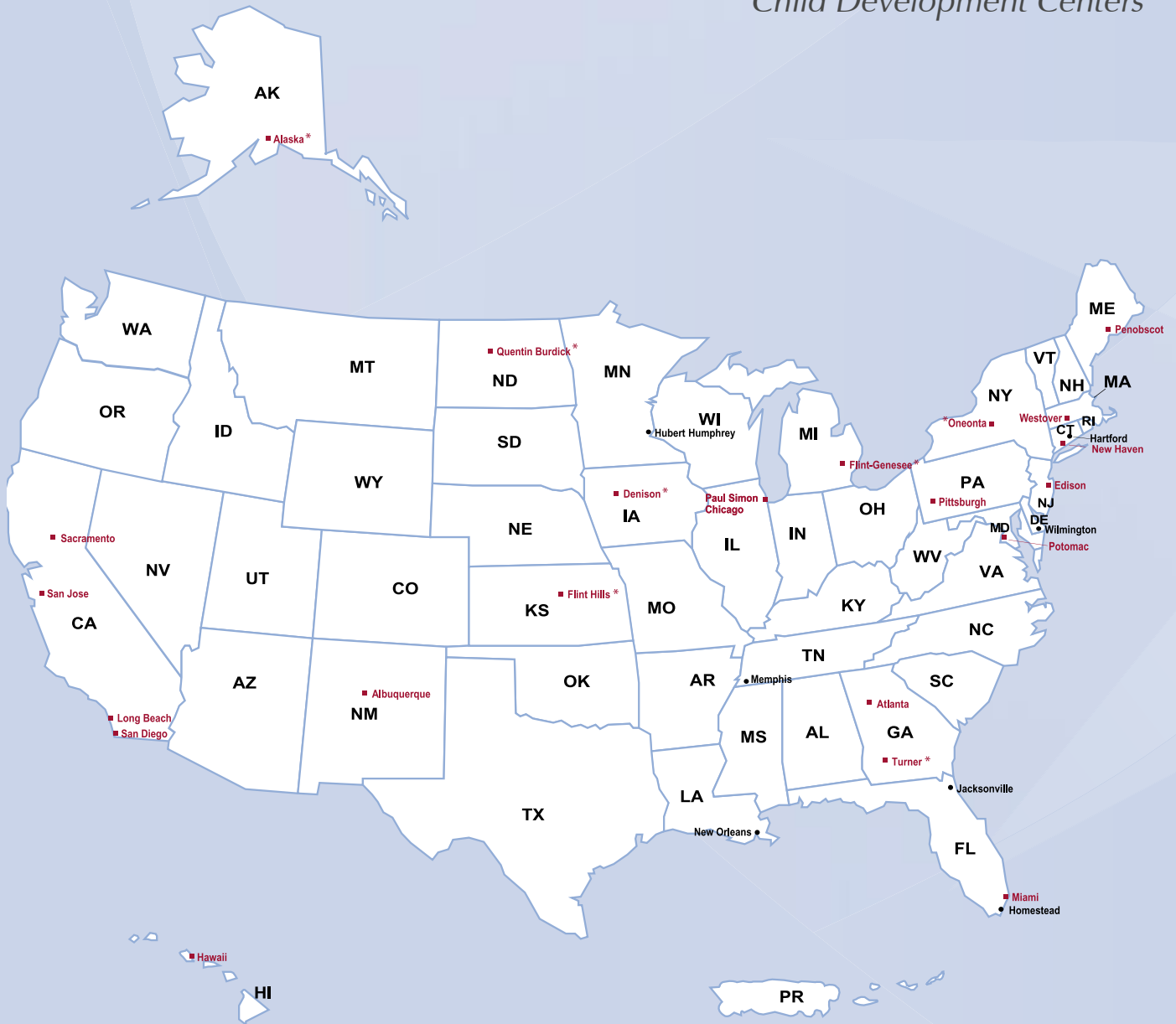
SAN FRANCISCO REGION

Job Corps Centers

- 1** **ALASKA** | Palmer, AK | Capacity 250
- 2** **ANGELL** | Yachats, OR | Capacity 216
- 3** **CASCADES** | Sedro Woolley, WA | Capacity 327
- 4** **CENTENNIAL** | Nampa, ID | Capacity 300
- 5** **COLUMBIA BASIN** | Moses Lake, WA | Capacity 250
- 6** **CURLEW** | Curlew, WA | Capacity 198
- 7** **FORT SIMCOE** | White Swan, WA | Capacity 224
- 8** **FRED G. ACOSTA** | Tucson, AZ | Capacity 300
- 9** **HAWAII** | Waimanalo, HI | Capacity 362
- 10** **INLAND EMPIRE** | San Bernardino, CA | Capacity 310
- 11** **LONG BEACH** | Long Beach, CA | Capacity 300
- 12** **LOS ANGELES** | Los Angeles, CA | Capacity 735
- 13** **PHOENIX** | Phoenix, AZ | Capacity 415
- 14** **SACRAMENTO** | Sacramento, CA | Capacity 477
- 15** **SAN DIEGO** | Imperial Beach, CA | Capacity 635
- 16** **SAN JOSE** | San Jose, CA | Capacity 440
- 17** **SIERRA NEVADA** | Reno, NV | Capacity 570
- 18** **SPRINGDALE/PIVOT** | Troutdale, OR | Capacity 215
- 19** **TIMBER LAKE** | Estacada, OR | Capacity 234
- 20** **TONGUE POINT** | Astoria, OR | Capacity 540
- 21** **TREASURE ISLAND** | San Francisco, CA | Capacity 800
- 22** **WOLF CREEK** | Glide, OR | Capacity 231

JOB CORPS

Child Development Centers



- CDCs Under Development
- Current CDCs
- *Residential parent/child program

JOB CORPS

Program Operators

CENTER OPERATORS

- * Adams and Associates, Inc. (Adams)
- * Applied Technology Systems, Inc. (ATSI)
- * Career Systems Development Corporation (CSDC)
- * Cherokee Nation Oklahoma (CNO)
- * Chugach Support Services, Inc. (CSS)
- * Commonwealth of Puerto Rico (CoPR)
- * CUBE Corporation
- * DEL-JEN, Inc.
- * Dynamic Educational Systems, Inc. (DESI)
- * Eagle Group
- * Education Management Corporation (EMC)
- * Education and Training Resources (ETR)
- * Horizons Youth Services (Horizons)
- * ICI Enterprises, Inc. (ICI)
- * KRA Corporation
- * Management and Training Corporation (MTC)
- * MINACT, Inc.
- * Pacific Education Foundation (PacEdFound)
- * ResCare, Inc.
- * Resource Consultants, Inc. (RCI)
- * Satellite Services, Inc.
- * Texas Educational Foundation (TEF)
- * Training and Development Corporation (TDC)
- * Tribal Council of the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation (Confed Tribes)
- * United States Department of Agriculture (USDA) Forest Services (FS)
- * United States Department of Interior (USDI) Bureau of Reclamation (BurRec) Fish and Wildlife Service (FWS) National Park Service (NPS)
- * YWCA of Los Angeles

OUTREACH & ADMISSIONS (OA) OPERATORS

- * Adams and Associates, Inc. (Adams)
- * Alabama Department of Industrial Relations
- * Allutiiq
- * American Business Corporation (Amer Bus Corp)
- * Career Team, LLC
- * Career Systems Development Corporation (CSDC)
- * Cherokee Nation Oklahoma (CNO)
- * Chugach Support Services, Inc. (CSS)
- * CUBE Corporation
- * Dancil-Jones and Associates
- * DEL-JEN, Inc.
- * Dynamic Educational Systems, Inc. (DESI)
- * Education Management Corporation (EMC)
- * Education and Training Resources (ETR)
- * Florida Agency for Workforce Innovation
- * ICI Enterprises, Inc. (ICI)
- * Innovations Group Inc. (IGI)
- * Jackson Pierce Public Affairs Inc.

- * KRA Corporation
- * Management and Training Corporation (MTC)
- * MINACT, Inc.
- * Mississippi Employment Security Commission
- * Missouri Division of Workforce Development
- * Oklahoma Employment Security Commission
- * Pacific Education Foundation (PacEdFound)
- * Prince George's County Private Industry Council (PIC/PG)
- * ResCare, Inc.
- * Resource Consultants, Inc. (RCI)
- * Satellite Services, Inc.
- * South Carolina Employment Security Commission
- * South Dakota Department of Labor
- * Smith, Ortiz, Gomez, & Buzzi
- * Texas Educational Foundation (TEF)
- * Tribal Council of the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation (Confed Tribes)
- * YWCA of Los Angeles

CAREER TRANSITION SERVICES (CTS) OPERATORS

- * Adams and Associates, Inc. (Adams)
- * American Business Corporation (Amer Bus Corp)
- * Applied Technology Systems, Inc. (ATSI)
- * Career Systems Development Corporation (CSDC)
- * Cherokee Nation Oklahoma (CNO)
- * Chugach Support Services, Inc. (CSS)
- * CUBE Corporation
- * DEL-JEN, Inc.
- * Dynamic Educational Systems, Inc. (DESI)
- * Education and Training Resources (ETR)
- * ICI Enterprises, Inc. (ICI)
- * Jackson Pierce Public Affairs Inc.
- * KRA Corporation
- * Management and Training Corporation (MTC)
- * MINACT, Inc.
- * Missouri Division of Workforce Development
- * Pacific Education Foundation (PacEdFound)
- * ResCare, Inc.
- * Resource Consultants, Inc. (RCI)
- * Satellite Services, Inc.
- * South Dakota Department of Labor
- * Texas Educational Foundation (TEF)
- * Training and Development Corporation (TDC)
- * Tribal Council of the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation (Confed Tribes)
- * United States Department of Agriculture (USDA) Forest Services (FS)
- * United States Department of Interior (USDI) Bureau of Reclamation (BurRec) Fish and Wildlife Service (FWS)
- * YWCA of Los Angeles



NATIONAL TRAINING AND SUPPORT CONTRACTORS

- * Home Builders Institute (HBI)
- * International Masonry Institute (IMI)
- * International Union of Operating Engineers (IUOE)
- * International Union of Painters and Allied Trades (IUPAT)
- * Joint Action in Community Service, Inc. (JACS)
- * National Plastering Industry's Joint Apprenticeship Fund
- * Transportation-Communications International Union (TCU)
- * United Auto Workers - Labor Employment and Training Corporation (UAW-LETC)
- * United Brotherhood of Carpenters (UBC)
- * Women in Community Service, Inc. (WICS)

GLOSSARY OF ACRONYMS

ACT	Advanced Career Training
ASVAB	Armed Services Vocational Aptitude Battery
CCC	Civilian Conservation Centers
CCNA	Cisco Certified Network Administrator
CDC	Child Development Center
CDP	Career Development Period
CDSS	Career Development Services System
CETA	Comprehensive Employment and Training Act
CIC	Center Industry Council
CNA	Certified Nursing Assistant
CPP	Career Preparation Period
CRA	Construction, Rehabilitation and Acquisition
CTP	Career Transition Period
CTS	Career Transition Services
DOL	U.S. Department of Labor
ESL	English as a Second Language
FAR	Federal Acquisition Regulations
FGIPC	Federation of Government Information Processing Councils
FMS	Financial Management System
GAO	Government Accountability Office
GED	General Educational Development
GPR	Government Performance and Results Act
HSD	High School Diploma
IAC	Industry Advisory Council
IT	Information Technology
JROTC	Junior Reserved Officers' Training Corps
JTM	Job Training Match
JTPA	Job Training Partnership Act
LMI	Labor Market Information
LPN	Licensed Practical Nursing
NATEF	National Automotive Technical Education Foundation
NEP	National Employer Partner
NIMS	National Institute for Metalworking Skills, Inc.
NJCAA	National Job Corps Alumni Association
OA	Outreach and Admissions
OIG	Office of Inspector General
PBSC	Performance-Based Service Contracting
PCDP	Personal Career Development Plan
Pre-IST	Pre-Integrated Systems Training
PY '03	Program Year 2003
RN	Registered Nurse
SGA	Student Government Association
SST	Social Skills Training
TABE	Test of Adult Basic Education
TAR	Training Achievement Record
VST	Vocational Skills Training
WBL	Work-Based Learning
WIA	Workforce Investment Act
WIB	Workforce Investment Board

NATIONAL OFFICE OF JOB CORPS

200 Constitution Avenue, NW
Washington, D.C. 20210
Tel: (202) 693-3000
Fax: (202) 693-2767
<http://jobcorps.doleta.gov>

ADDITIONAL REPORTS

Additional copies of this Annual Report may be obtained by contacting the National Office of Job Corps.



CHANGE



CAREER



COMMUNITY



CHARACTER